



## **Brookfields School Accessibility Policy and Plan**

### **Section 1: Vision statement**

This policy reflects the values and philosophy of Brookfields School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. It is a requirement of the Equality Act 2010 for schools to have an accessibility plan. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period

### **Key Objective**

Brookfields School has adopted this accessibility plan in line with the school's Equality policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in April 2025.

This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the Equality policy and SEN information report and shall be published on the school's website. The school's publication of equality information and objectives explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

### **Definition of special educational needs**

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of disability**

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

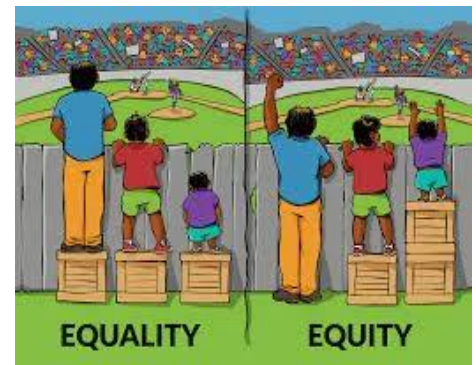
### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England.

## School Values

We are committed to:-

- an inclusive approach to teaching and learning to ensure equity of opportunity for all pupils ensuring that each individual gets what they need in order to improve the quality of their situation.
- providing a positive, stimulating child centred learning environment, where everyone is valued and respected
- promoting the personal qualities of individuals so that they achieve and contribute to their highest level
- sustaining a high quality of teaching and learning standards
- promoting learning as a lifelong process involving a wide community of people, including parents/carers



## Context of the school

Brookfields School is based on 2 sites. Both the Runcorn and Widnes sites are single storey buildings with ramped access to the main door. There are no steps or stairs on the school site. All doors are wide enough to accommodate a wheelchair passing through. There are disabled toilets in both school buildings and in the pool building also, with disabled shower access at the pool building.

The outdoor areas of the school are flat and again have no steps. The school makes careful consideration to the layout of the classroom areas considering the pupils in each particular class and ensuring that appropriate furniture and/or resources are in place and that the seating arrangements are appropriate for the individual pupils considering physical position in relation to the teacher or physical considerations related to posture and requirements for specialist seating.

## Links to other policies and school documents

- Safeguarding and Child Protection
- Curriculum
- Health and Safety
- Mission and Vision Statement
- Code of Conduct
- Behaviour policy
- Educational Visits
- IT policy
- Risk Assessments
- Supporting pupils with medical conditions policy

## Monitoring Procedures (Internal and external)

This policy will be reviewed on a 3 year basis. It is the responsibility of the Headteacher. It will be ratified by the full Academy Council. The plan will be reviewed regularly, and actions undertaken to address any identified issues.

## Focus areas of the plan

### Curriculum and all education related activities

The school provides all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the individual needs of all of the pupils and their preferred learning styles and requirements. The school will work

closely with LA services and other external professionals that can support the school to ensure that each child receives the appropriate support to reduce / remove barriers to learning in particular there will be a focus upon our Digital Strategy and in particular AAC devices to support communication development.

### **Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

The school will take account of the needs of pupils and their visitors with physical difficulties and sensory needs when planning and undertaking future work to the fabric of the school and refurbishments of the site and premises. This includes improved access, lighting, appropriate colour schemes and ensuring provision of accessible facilities, services and fittings.

### **Training**

The school will provide all staff with the appropriate training to equip them to undertake their role to provide high quality and individualised education provision to every pupil including meeting all aspects of need (education, health and social).

### **Supporting partnerships**

The following agencies will help develop and implement the plan: -

- Health and Safety Team (SET)
- SEN specialist team - Halton
- HI / VI Services - Halton
- OT, SALT and Physio Services – Halton and commissioned services
- Safeguarding Team – school based, SET and Halton

### **Complaints Procedure**

The complaints procedure can be found in the school Complaints Policy. A copy of this policy can be requested from the school office or found on the school website.

## Section 2: Accessibility Plan Audit ~ Identifying Barriers to Access

### 1. Organisational

	Completed/ Good practice in place	In Progress	Under review	Not yet addressed
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes			
Preparation for entry into the school and transition (resources and procedures)	Yes			
Grouping of pupils (to meet individual needs)	Yes			
Homework policy and practice	Yes			
School Behaviour Policy	Yes			
Exclusion Procedures	Yes			
Extended schools activities (lunch and after-school)	Yes			
Educational visits (Policy and practice)	Yes			
Schools arrangements for working with other agencies	Yes			

### 2. Attitudinal

I	Completed/ Good practice in place	In Progress	Under review	Not yet addressed
Do all teaching and non-teaching staff have the necessary training to teach and support disabled pupils?	Yes			
Do staff recognize and allow for the possible additional effort expended and time required to process information and undertake tasks?	Yes			
Are there high expectations for all pupils?	Yes			
Do staff all seek to remove all barriers to learning and participation?	Yes			
Is the curriculum accessible to all pupils?	Yes			
Are all relevant policies in place and reviewed regularly? For example Health and Safety, Curriculum, Anti-Bullying etc.	Yes			
Do staff model inclusive attitudes and behaviours at all times?	Yes			
Are pupils encouraged to develop effective relationships with their peers and make positive interactions?	Yes			

### 3. Curriculum Access

	Completed/ Good practice in place	In Progress	Under review	Not yet addressed
Do all lessons provide opportunities for pupils to achieve?	Yes			
Are lessons linked to pupil's diversity?	Yes			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes			
Are all pupils encouraged to take part in arts and physical education based activities?	Yes			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities?	Yes			
Do all pupils have access to IT for curriculum or communication purposes?	Yes		Yes	
Is classroom organisation reflective of all pupils needs?	Yes			
Is Teaching and Learning reflective of all pupils need?	Yes			
Do assessment methods appropriately assess pupil's achievement and attainment?	Yes			

#### 4. Physical Access

	Completed/ Good practice in place	In Progress	Under review	Not yet addressed
Are classrooms optimally organised for disabled pupils?	Yes			
Does the size and layout of all rooms and areas across the school site allow access for all pupils?	Yes			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	No wheelchair users currently but yes			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes			
Are emergency and evacuation systems set up to inform ALL pupils with SEN and disabilities; including alarms with both visual and auditory components?	Yes			
Are non-visual guides used to assist people to use buildings?	Yes			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Yes			
Are areas to which pupils should have access well lit?	Yes			
Are steps made to reduce background noise for hearing impaired pupils/autistic pupils such as considering acoustics and noisy equipment?	Yes			
Is furniture and equipment selected, adjusted and located appropriately?	Yes			
Is access to schools facilities across the site inclusive?	Yes			
Are physical activities accessible by all pupils?	Yes			
Are there clear plans for emergency procedures?	Yes			
Are breaks and lunchtimes appropriately supervised?	Yes			
Does the school provide school meals that meet dietary needs and in an accessible way?	Yes			

Building Facts	Description	Actions to be taken
Number of storeys	1	
Corridor Access	Wide corridors suitable for wheelchair access. Corners are marked for VI pupils Cream coloured walls contrast clearly with floors	
Lifts	0	
Parking Bays	Disabled parking bays next to the school building.	
Entrances	Main entrance has a ramp and automatic doors	
Ramps	<b>Widnes</b> 1 outside main entrance 1 outside upper end of meeting room corridor <b>Runcorn</b> None required	
Toilets	Disabled toilets in main building and in pool building. Showers in pool building.	
Reception Area	Large area	
Internal Signage	All rooms are labelled with name and photograph	
Emergency Escape Routes	Are all clearly marked and PEEPs are completed for pupils/staff that require this level of planning in case of emergency evacuation.	

#### 5. Information Access

	Completed/ Good practice in place	In Progress	Under review	Not yet addressed
Do you provide information in simple language, symbols, large print etc for pupils / prospective pupils who may have difficulty with standard forms of printed information?	Yes			

Do you ensure that information is presented to groups in a way which is user-friendly for people with disabilities e.g. by reading aloud, use of interactive whiteboards etc?	Yes			
Do you have the facilities such as ICT to produce written information in different formats?	Yes			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	Ongoing CPD		

### Section 3: Aims and objectives and plan

Our ongoing aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

The table below sets out how the school will achieve these aims. This is based on the audit completed.

	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils Differentiated curriculum and delivery meets individual pupil's needs. Highly personalised approach through pathways model. High quality multi-agency working supports delivery. Individual pupils EHCP targets being met.	To ensure that the school and staff remain abreast of IT developments and opportunity within education and provide these opportunities for all pupils and staff through our digital strategy.  To ensure appropriate IT is harnessed to support development of pupil's communication skills.	The implementation of the school's digital strategy to be successfully embedded in line with SEND 5-a-day Implementation Plan. Appropriate training to be provided to all staff. When required, staff to be trained in use of new technology to support communication development e.g. AAC devices.  Ensure the effectiveness of the curriculum model. Where required update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners	SLT, Sarah Skinner, SET IT team  Lorraine Carline *Subject Lead Communicate and Chatterjacks providers for CPD Subject leaders / SLT	2024-2027 academic years  Ongoing
Improve and maintain access to the physical environment	The school environment is fully accessible for all pupils. Supported by multi-agency working and assessment Regular risk assessments completed on all aspects of the physical environment	<i>To ensure that whenever works are undertaken at the school that there is consideration of whether access could be further improved</i>	<i>To work as appropriate with contractors / surveyors / planners to evaluate access if works are undertaken.</i>	SLT	Ongoing – specific consideration during Phase 2 of Brookfields Runcorn site.

**Completed: April 2025**

**Review Date: April 2028**