

Brookland Federation

'Brookland Junior School'

Accessibility Policy & Plan



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Approved by: Governors	
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Aims

Schools are required under the Equality Act 2010, to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. As an inclusive school, we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all our pupils, parents and staff.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in their practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The Accessibility Plan should be read in conjunction with all other school policies, strategies and documents. Our school's complaints procedure covers the accessibility plan. If you have

any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Identifying Barriers to Access

Section 1: How does our school deliver the curriculum to disabled children and young people?

NB: Appropriate staff training, classroom organisation etc are provided as and when pupils with specific disabilities are admitted to the school. Currently we do not have any pupils in school who have any specific disabilities as per this policy.

Question	Answers
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	All teachers and staff are given training to work with a diverse range of children, including those with SEN and disabilities. This includes working with blind and partially sighted children, those with hearing difficulties and children with physical disabilities. We are always looking for ways to upskill our staff in line with current needs and this is reflective in our half-termly training/CPD plans. Dependant on the need of the child, we will organise bespoke training to ensure staff are fully equipped to ensure progress is made by all.
Are your classrooms optimally organised for children and young people?	Classrooms are organised to meet the needs of all pupils, including those that are disabled. Classroom equipment is at an accessible height (such as chairs and tables) for the age and size of the children and adaptations to this are made as and when necessary. Such adaptations include tweaks to equipment that is used daily, such as writing materials. The layout of

	<p>our classrooms are carefully thought out to ensure they are spacious and without hazards.</p> <p>There are opportunities for pupils to rehearse navigating the classroom space when the classroom is empty/quiet (obstacle courses integrated) if necessary.</p> <p>The school is on ground floor level and there is a ramp to enter the main school building. We also have access to manual ramps which can be put anywhere across the school to support wheelchair users.</p>
Do lessons provide opportunities for all pupils to achieve?	<p>Lessons are highly differentiated for the needs of a diverse school community. We have a 'live marking' policy which supports the teaching staff to make use of accurate assessment for learning and adapt the lessons to ensure they are most impactful. Our assess, plan, do, review cycles for those with SEND support us to ensure all learning styles are catered for, whilst planning to include personalised provisions across all aspects of the school to ensure progress is made by all children.</p>
Are lessons responsive to pupil diversity?	<p>We plan to support the needs of all children. Our staff are constantly reviewing provisions in place to ensure they are impactful and supporting the progress made by all.</p> <p>At our school there are no outsiders. We are all different and we know that this is something that should be celebrated. We have incorporated the 'No Outsiders' programme into our PSHE+C curriculum which aims to educate children about diversity within our communities and addresses issues such as sexism, ageism, race and different types of families. It is taught to each year group through the use of age-appropriate books. Through such books, the children explore the concepts of equality, diversity, acceptance of differences and of the right of someone to have an opinion different to their own.</p>
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<p>Yes. Lessons incorporate a range of individual, paired, group or whole class work.</p>
Are all pupils encouraged to take part in music, drama and physical activities?	<p>Yes, all children take part in two hours of PE a week, one hour is with a specialist PE coach and the other is delivered by the class teacher. Extra-curricular activities are offered to all children and incorporate a range of skills such as in the arts and sports.</p> <p>There are opportunities to listen to and be exposed to music during assemblies, lunch time and as part of the curriculum. Music is also used as a tool to calm the learning environment. Choir is offered to the whole of KS2 and there are enrichment opportunities at the local secondary school.</p> <p>Drama opportunities are provided through the curriculum e.g. role play during English and History sequences of learning, as well as in class assemblies and the Year 6 end of school production.</p> <p>Children also have the opportunity to creatively express themselves during our Outdoor Play And Learning (OPAL) scheme which takes place during unstructured times such as lunchtime.</p>
Do staff recognise and allow for the mental effort expended by some disabled children	<p>Yes- staff are adaptable and ensure that adequate time is given so that all children are competent in their</p>

and young people, for example using lip reading?	understanding of expectations/instructions given. Visuals are a universal approach that are used to support understanding. Task planners, now and next boards and visual timetables also support with this.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes, extra time is given to children to ensure they can fully access the curriculum. Adaptations to equipment are made as and when necessary so that all children have equal opportunities and do not have limited starting points.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	Yes, all lessons are planned with all children in mind. This results in all lessons being differentiated to meet the needs of all pupils. Barriers are considered and provisions are put in place to ensure such barriers are addressed and overcome. This ensures no child is ever left out of a planned activity or experience. Where appropriate, risk assessments are written and adhered to.
Do you provide access to computer technology appropriate for students with disabilities?	Yes, children have access to laptops, chrome books and iPads. The use of this technology is incorporated into lessons whereby the barrier experienced by the child can be removed with the use of technical tools, for example dictate. This function would be used by a child whose barrier to learning is writing. The children also have access to reading pens, sound buttons and apps on our devices (Microsoft Lens) which support a variety of difficulties such as reading and retention.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes, all children are accommodated to access off-site visits. Where appropriate, thorough risk assessments are written and adhered to which address barriers and strategies to overcome them.
Are there high expectations of all pupils?	Yes. All staff members set high expectations which inspire, motivate and challenge pupils.
Do staff seek to remove all barriers to learning and participation?	Yes. All staff are dedicated to identifying barriers and addressing them so that they can be overcome. Staff members address barriers by developing an engaging curriculum and designing responsive physical environments. They teach using flexible teaching approaches and create structure and routine which aims to reduce overload and sensory challenges.
Do lessons provide opportunities for all pupils to achieve?	Lessons are highly differentiated for the needs of a diverse school community. In line with the Teachers' Standards, staff plan and teach well-structured lessons which are adapted to respond to the strengths and needs of all pupils.

Section 2: Does the physical environment of our school meet the needs of all disabled children and young people?

Question	Answer
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	All areas, including classrooms, sporting facilities, play areas and social spaces are accessible for students with physical disabilities. The school is on ground floor level and there is a ramp to enter the main school building. We also have access to manual ramps which can be put anywhere across the school to support wheelchair users. There are wide doorways for wheelchair access, as well as appropriate signage for students with visual impairments.

	<p>There are two accessible toilets in the school, one in the original building by the main office and another in the newer build. There is enough space in classrooms, assembly halls, and the library to accommodate the number of students. With us being aware that overcrowding can hinder learning and social engagement, our sporting and play areas are large enough for activities and for safe and comfortable participation by all pupils, including those with mobility impairments. The school has sufficient outdoor areas that allow students to engage in physical activities and social interaction and through our OPAL (Outdoor Play And Learning) programme, all of our outdoor space is utilised. All of our sporting facilities are designed for inclusivity, with equipment and spaces that cater to students of all abilities. There are provisions for students with sensory sensitivities, such as quieter rooms and sensory areas and our library offers accessible books, materials and technologies for students with learning disabilities.</p> <p>In summary, our school layout has universal access to all students, ensuring that every child, regardless of ability or need, can navigate and engage in every area of the school comfortably and safely.</p>
<p>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?</p>	<p>Yes. The school is on ground floor level and there is a ramp to enter the main school building. We also have access to manual ramps which can be put anywhere across the school to support wheelchair users. Our classrooms are spacious and have ample space for wheelchair manoeuvres. We have two disabled toilets fitted in the school, one in the original building and another in the newer building. We are a step-free school.</p>
<p>Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?</p>	<p>Yes. The school has plentiful on-site parking (including 4 disabled bays). There is step-free access into the school, with dropped curbs provided on all paths.</p>
<p>Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms, with both visual and auditory components?</p>	<p>Fire exits are clearly labelled throughout with a green running man above the door. There are multiple printed maps of the school displayed in various locations, clearly identifying the school layout and nearest access/exit points. An alarm sounds ordering everyone to evacuate the premises as quickly and as safely as possible. Telephones are located in each individual classroom and office for emergencies, including a lockdown. There is no need for a visual alarm as children are not left unsupervised. If there was a child with a serious hearing impairment they would have an adult who would escort them out.</p>
<p>Is tactical signage used to assist people to use the school building?</p>	<p>All signage throughout the school is clear. All staff and school visitors are shown the closest exits in case of an emergency. Currently there is no need for tactical signage across the school.</p>
<p>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</p>	<p>No- all signs are clear and feature visuals to support understanding. Colours of the signs and décor is considered to ensure no unnecessary visual strain. Classrooms and displays are encouraged to be minimalistic but relevant, with working walls being consistent with the skills being covered in that unit of work. This supports all pupils in accessing the content on such working walls without feeling overwhelmed.</p>

Are areas to which pupils should have access well lit?	All areas within the school are well lit but not over lit for pupils with visual impairment. All classrooms and corridors have large windows which let naturalistic light in to the school building. Effective blinds are essential to cut down light to see computer screens and Interactive Whiteboards and reflection from surfaces is avoided. Tilted writing stands are often useful for pupils with visual impairment for this reason.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Proximity to the speaker is very important, so seating students with hearing loss closer to the front of the class allows them to lip read and hear more clearly. Pupil voice is essential in ensuring hearing impaired students are supported efficiently, as they will be able to explain what helps them. Visual cues and gestures are used to support comprehension. Background noise is minimized by keeping doors and windows closed where possible. Most class teachers opt for calm, mindfulness music to be played/listened to during independent work as this supports the management of noise displayed by the children. All classrooms are carpeted.
Is furniture and equipment selected, adjusted and located appropriately?	Yes, the selection, adjustment and placement of furniture and equipment in school are crucial for ensuring comfort, accessibility, and optimal learning. The furniture and equipment in our school is well-thought-out, flexible, and adapted to the needs of all students. It supports a variety of teaching styles, student abilities and activities, ensuring that each pupil can learn, participate and feel comfortable in their environment.

Section 3: How does our school deliver materials in other formats for disabled children and young people?

NB: Appropriate staff training, classroom organisation etc are provided as and when pupils with specific disabilities are admitted to the school. Currently we do not have any pupils in school who have any specific disabilities as per this policy.

Question	Answer
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	We are a school that actively provides information in multiple accessible formats, ensuring that all students and prospective pupils, regardless of their individual needs or disabilities, have equal access to essential information. By using simple language, symbols, large print, audiotapes and Braille, we aim to break down communication barriers and support all learners effectively.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by using accessibility options and other technical solutions?	Yes- by using accessible technologies and ensuring information is presented in ways that cater to all needs, we foster an environment where students with disabilities can fully engage in learning activities. This can include offering alternative formats (like large print, Braille, or audiotape), leveraging digital tools, and using inclusive teaching methods to create a user-friendly experience for all pupils.

Do you regularly produce written information in different formats?	Yes, regularly producing written information in different formats is an important practice for ensuring accessibility and inclusion for all students. We proactively provide materials in a variety of formats (enlarged print, double spaced print, audio recordings, videos with captions, digital formats) to accommodate the diverse needs of students, staff and parents, helping us to ensure all have equal access to essential information. This ongoing practice helps to create an inclusive environment where everyone, regardless of their abilities, can participate and engage fully in school life.
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes, by providing comprehensive training on assistive technologies, inclusive practices, and disability awareness, we ensure that staff are well-equipped to support all students, including those with disabilities. This helps create a more inclusive environment where all pupils can thrive and no student is left behind due to technological or accessibility barriers.

Accessibility Plan

How we plan to...	Current good practice	Actions to be taken	Person responsible	What would success look like?	Date to be achieved
Increase the extent to which disabled children and young people can participate in our school curriculum	All curriculum areas to be accessible to a pupil with any disability	Subject leads to consider the needs to pupils with disabilities in their subject with support of SENCO – complete curriculum audit	Subject leads SENCO	All pupils are able to participate in all curriculum areas	Ongoing – this will continue to be developed as pupils with varying disabilities attend the school
	All pupils with disabilities are able to access extra-curricular activities	Access activities and what strategies need to be put in place to support	SENCO Activity lead	All children, regardless of disability, able to access the extra-curricular available	As and when we have children join us who have specific disabilities
Improve the physical environment of our school for disabled children and young people	The whole school is on ground level so there are no steps to navigate.	Make clearer the best routes across the school who any visitors or future pupils who may require a wheelchair.	Site Manager	Clear signage across the school which indicates best routes for wheelchair users	September 2027

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo and headteacher and it will be approved by the governing board.

Links with Other Policies

This accessibility plan is linked to the following policies and documents, all of which can be found on our school's website.

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy