



Brunswick House
Primary School



Accessibility Plan

Ratified: December 2025
Review Date: December 2028
By: Full Governing Body

Brunswick House Primary School

Accessibility Plan

At Brunswick House Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvement to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Adapt the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

| Targets | Strategies | Outcome | Timeframe | Impact |
|---|--|--|---|---|
| Equality and Inclusion | | | | |
| Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings. | Clerk to Governors to add to list of required publication details. | Adherence to current legislation. | Annually. | Annual reviews ensure that all users of the school premise benefit from equal access. |
| Training to raise awareness of equality and disability issues. | Discuss perception of issues with staff/governors to determine the current status of school. | Whole school community aware of issues relating to access. | Term 2-4 | All children receive high quality provision and access. All school users feel respected. |
| Review curriculum and other relevant policies for evidence of how staff provides access in all areas to all pupils. | Ensure all curriculum related policies are shared with staff | Policies reflect adherence to current legislation and offer equality of opportunity. | As per the school's policies and publications grid. | All policies provide access to all pupils in all areas of the curriculum and school life. |

| Targets | Strategies | Outcome | Timeframe | Impact |
|---|--|---|---|--|
| Physical Environment | | | | |
| Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to maintain the access of the physical environment for all. | Headteacher, School Business Manager and Site Manager to check accessibility of school buildings and grounds, three times a year. Target areas are planned for in an action plan. | Any modifications needed will be made to facilitate ease of access for all. | Accessibility Audit to be updated by School Business Manager. | All school users can access their school environment safely. |
| Ensure any proposed 'new build' project is physically accessible for everyone. | Project manager appointed will ensure compliance with building regulations regarding accessibility | Any new construction will be fully accessible | Long Term Until any new construction begins. | Accessibility for all at all times. |

| Targets | Strategies | Outcome | Timeframe | Goals Achieved |
|---|--|---|---|--|
| Curriculum | | | | |
| Continue training for teachers and support staff on different aspects of SEN when required. | SENCo to review the needs of children with specific issues as required and provide all relevant training in liaison with partner agencies Embed detailed provision maps to show how individual needs are addressed. | All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, that needs expertise will change with time. | Termly and as appropriate | Staff are equipped to provide consistently high quality provision for all children daily. SEND pupils make progress commensurate with their peers |
| All off site activities are planned to ensure the participation of all pupils. | Carry out pre visit checks in order to ensure individual needs can be met. (record on school risk assessments) Ensure sufficient staff ratios including 1:1 support where necessary for pupils with high level of need. | All off site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | Reviewed annually. | All children can access all off site activities. |
| Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike. | Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary) | Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils will be enabled to be as independent as possible in the school environment | Every September and additionally on the arrival of new pupils whose needs may require changes made to classroom environments. | All children can independently access all resources and spaces daily. |
| Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required. | SENCo will ensure appropriate testing and reports are provided in order to apply for access arrangements. | All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed. | Ongoing. | All pupils will have access to testing appropriate to their needs |

| Targets | Strategies | Outcome | Timeframe | Impact |
|---|---|--|--|---|
| Written/other information | | | | |
| <p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary</p> <p>Availability of other written material in alternative formats also.</p> | <p>SENCo to review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> | <p>The school will be able to provide written information in different formats when required for individual purposes</p> | <p>Annually</p> <p>Ongoing</p> | <p>For all pupils and staff to be fully involved in the school community</p> |
| <p>Availability of written material in alternative languages.</p> | <p>The school will use information and translations for EAL families where required</p> | <p>School Information will be available for all.</p> | <p>Every June (to coincide with new FS Parent meetings.)</p> | <p>All pupils and parents to be able to access all school documents in their own home language where possible</p> |
| <p>To continue improving communication for any hearing impaired member of the school community.</p> | <p>To implement all specialist teacher information.</p> <p>Consider seating and access in all classrooms where hearing impaired pupils will be learning. Provide signers for meetings. Provide scripts of plays/productions for parents in advance</p> | <p>Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.</p> | <p>Review annually</p> | <p>For all hearing impaired pupils and parents to access the school curriculum and information with ease.</p> |