



Accessibility Plan **2024-2025**

Approved by: F&F Committee	Date: 24 ^h March 2025
Ratified by: FGB	Date: 3rd April 2025
Next review due by: March 2026	

***'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.'* 1 Corinthians 16:13-14**

Statement of Intent/Scope of the Plan

The rationale for the existence of the school's accessibility plan is to promote a fair and effective education for all at Brimscombe C of E Primary. The school has evaluated and considered its current need, in terms of accessibility, and this plan is therefore written to ensure that the school is actively responding to its stakeholders over the short and medium term. As a school, we are aware that this need is susceptible to change over time, so a minimum of an annual review period is set so as to respond to this.

Broadly the scope of the plan is set to:

- Unlock every child's potential through fair and effective access to the opportunities offered by the school curriculum
- Focus on addressing access for a wide range of pupils with a wide range of additional needs that are particularly prevalent within our school setting. These needs may act as barriers to learning and could be medical, behavioural, emotional, cognitive, social etc.
- Address how the school will adapt to the needs of pupils with significant needs that may have implications for the school's environment, policies and procedures. (In such cases an additional individual needs assessment will be conducted so as to identify how best to incorporate the pupil into school life and give them the greatest access to curriculum, grounds, medical need etc).
- Set out medium term goals which should be achieved over a timescale of 2-3 years and long term access goals which would aim to be achieved by 5 years.

Under the Equality Act 2010, school should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, or

- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. Implementation of the Plan will be monitored by the Headteacher and evaluated by the nominated Governors' committee.

The Accessibility Plan is structured to complement and support the school's equality information and objectives and will similarly be published on the school website. We understand that the local authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

- 1) Brimscombe C of E Primary is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and equal opportunity for all to develop a culture of inclusion, support and awareness within the school.
- 2) Brimscombe C of E Primary's Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with additional needs
 - Expanding the curriculum as necessary to ensure that pupils with additional needs are as equally prepared for life as those pupils without; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.
 - Improve and maintain access to the physical environment of the school, addition specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents/carers and visitors with additional needs; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 3) This Plan relates to the key aspects of physical environment, curriculum and written information.
- 4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

- 5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Equality Statement and Objectives
 - Health and Safety Policy
 - School Development Plan
 - Special Educational Needs Policy
- 6) The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body, together with the support of the Gloucestershire Diocese who are responsible for the school premises. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. The accessibility audit will be completed by the school, with support from the Diocese and GCC where possible.
- 7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 8) The Accessibility Plan will be published on the school website.
- 9) The Accessibility Plan will be monitored through the relevant designated committee.
- 10) Ofsted may monitor the Accessibility Plan during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our aims are:

- to increase the effectiveness to which pupils with additional needs have access to and are able to participate in the curriculum.
- To enhance the physical environment of the school, to increase the extent to which pupils with additional needs can access the curriculum and the school environment.

3. Current Good Practice

We aim to ask about any additional needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of the annual update of registration details. Parents and carers are able to update details on a regular basis with the school office and in discussion with class teachers.

4. Physical Environment

All pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, eg: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

5. Access Audit

The school is a storybuilding and in good condition. Access for all children can be made either by pathways that slope from the playground. There are steps up to the top field, however, there is access from the car park round the side slope should that be required. All corridor access doors can open wider for wheelchair access and the front lobby which is secure, has a low reception visibility window and easy access for all. Doors within the school for classrooms have extending opening options, apart from one of the doors into Robins classroom – there are other access doors to this classroom. The school has internal emergency signage and escape routes are clearly marked.

6. Management, Coordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The governors and headteacher and senior teacher will work closely with parents, Diocese and any other relevant parties.

Signed: *N Brown* (Headteacher) Dated: *03-04-25*

Signed: *[Signature]* (Chair of Governors) Dated: *03-04-25*

Appendix 1 – Short Term, Medium Term and Long Term Action Plan

Short Term

Target	Strategy	Responsibility	Timescale	Review
Review all reporting materials for staff to engage purposefully with all parents/carers and make interventions appropriate to need	New SEND policy with detailed information for all staff	SENCO All class teachers	2024-2025	On track Staff have embraced this to help them recognise those children who need specific and targeted interventions that meet the need
Ensure pupils with significant learning needs linked to emotional behaviour needs are offered appropriate interventions to enhance learning opportunities	Monitor existing provision	SENCO Headteacher	2024-2025	On track CPD being reviewed for additional training for Senior Teacher. Calm room created and in use
Introduce Emotion Coaching to manage behavioural challenges	SENCO to investigate appropriate training Time to reflect upon practice and share anything that is working well (staff meeting time)	SENCO Headteacher	2024-2026	Ongoing

Medium Term

Target	Strategy	Responsibility	Timescale	Review
To implement and embed wellbeing training	Ensure any approaches adopted are given a high profile, with time to implement and deepen understanding	SENCO Headteacher Senior teacher All Staff	2024-2026	Ongoing Relevant training to be sourced

Long Term

Target	Strategy	Responsibility	Timescale	Review