



Bromesberrow St. Mary's Church of England Primary School

Accessibility Plan Spring 2025-Spring 2027

Reviewed January 2026

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

1. 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 curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

We are committed as a school through our vision to developing potential without limitations and we are proud to live this out! As a Church of England school we are all about 'welcome' and nurture of the whole child, pastoral, emotional and social, as well as academic.

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.

We work closely with the Local authority, Diocese of Gloucester and School House Trustees to ensure that our buildings are accessible to all and updated to reflect new developments to support and enable inclusion.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please consult our complaints policy.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, parents and governors when helpful.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

: This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Red are actions we need to undertake as part of our Review Process.

<u>Objectives</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Access to the curriculum To ensure that access is explicitly addressed and explained in our curriculum intents for each subjects, so that the adaptations we make for children are clearly communicated.	Subject leads to make this more explicit in our curriculum offer.	Spring 2025	SENCO / Subject Leads	To ensure all members of the school community can access all areas of the school curriculum, building and events through regular review and adaptation as required.
	Subject leads to communicate this clearly to staff and ensure that they are living out the offer.	Spring 2025	Subject leads	
	Use of My Planning to be fine tuned to ensure that small steps progress is being seen.	Spring 2026	SENCO/SEND assistant/ teachers and TA's	To ensure that early support is put in place to enable full inclusion and access to the curriculum
	Evaluate and adapt curriculum offer in response to new research (working in partnership with subject leads)	On-going process	SENCO and SEND assistant and subject leads	
	Early Help Offer (as part of Safeguarding Policy) to support inclusion and to identify risks early on to enable professionals to support families.	Ongoing process	Pastoral Lead and pastoral assistant	
	Wellbeing, Pastoral support offer mapped out clearly, to enable access and inclusion.	Autumn 2025	Pastoral Lead	

Access to the environment Improve the access from classrooms to the playground	Look to remove old steps from class 3 and install a ramp	Autumn 2025	LAB	All children able to use the same exit
Access to information Ensure that everyone can access school communications	<p>a) Increase verbal communication for our non literate parents. Establish links between families to support in this.</p> <p>b)Regular, fortnightly newsletter to be emailed for reference for parents- paperless.</p> <p>c) Invest and explore the use of read to me function technology to enable our non- literate parents support their child in reading.</p>	<p>Ongoing</p> <p>Autumn 2025</p> <p>Autumn 2025</p>	SENCo and SEND Governor	
Access to the environment Continue to ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled and pupils with SEN as needed and this is communicated and understood.</p> <p>b) All staff to have regular fire awareness training.</p> <p>e) Review the Emergency Evacuation plan and make this more explicit to SEND and communicate actions and procedures with staff.</p>	<p>When required</p> <p>Ongoing per schedule</p> <p>Autumn 2025</p>	<p>SENCO and SEND Governor</p> <p>SBM</p> <p>LAB</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs and with specific SEN can be evacuated quickly and easily</p> <p>Staff know their roles and responsibility</p>
Access to the curriculum Regularly assess the needs for new equipment based on the needs of our school community e.g. hearing loops, sensory spaces,	Explore and invest in technology which supports our SEN pupils to access the curriculum and be able to communicate their ideas in writing (e.g. Clicker, ipad spell check, reader pens, Widget)	Autumn 2025	SENCO/SEN Assistant	All children have access to the curriculum

assistive technology	Take advice on appropriate equipment if this becomes necessary	As required		
<p>Access to the curriculum</p> <p>Train all staff in adaptive teaching methods and strategies, so that they are confident to positively enable children with additional needs to access the curriculum.</p>	<p>Ensure staff are trained and understand how to adapt teaching prior to teaching (proactive) and in the moment (reactive)</p> <p>Adaptive teaching strategies explicit and understood in a plan. If I were to walk into a classroom at Bromesberrow school, this is what I would see... Subject leads to provide support in terms of what this looks like in their subject.</p> <p>Use of widget and clicker to support children with cognition and learning and specific learning needs to be able to access the curriculum and communicate their knowledge.</p>	<p>Delivered- needs revisitation over 25-26</p> <p>Spring 2025</p> <p>Autumn 2025</p>	<p>Leaders</p> <p>Headteacher, SENCO, Subject Leads, SEN Assistant</p>	<p>All children with additional needs will be able to access the curriculum and make progress.</p> <p>They will develop independence through the use of adaptive methods and technology</p>

4. Monitoring arrangements

This document will be reviewed formally every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- Safeguarding Policy

Appendix 1: Accessibility audit

Based on Red Actions and Health and Safety Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey. Access to all areas. No stairs	none	FGB	
Corridor access	Class 3 corridor with coats and bags- restrictive and wheelchair access would be impeded	Look at alternate cloakroom solutions	FGB	Summer 2023
Lifts	NA			
Parking bays	No public parking, just parking on road outside of school. Staff parking all close	none		
Entrances	New school entrance means front of school more accessible. Access to playground from class 3 steps only. Look to replace with ramp.	Replace steps with ramp	FGB	Summer 2024
Ramps	New ramp to front entrance compliant.	Replace steps with ramp	FGB	Summer 2024

	Class 1 and 2 have ramps Class 3 needs a ramp			
Toilets	Disabled toilet Currently not required	Create storage elsewhere to ensure this space is free from clutter and accessible when required	FGB	Spring 2023
Reception area	New reception entrance open and disabled friendly.	None		
Internal signage	Signage for reception and 'how to access' not clear	Amend signage- clear reception sign Ensure clear instructions on how to open front porch door. This is not clear to visitors and could lead to confusion.	FGB	Summer 2023
Emergency escape routes	These are all clearly marked and compliant.	Ensure that these are clutter free and accessible at all times	FGB	Ongoing