



Brentfield Primary School

Children of Today, Champions for Tomorrow

Accessibility Policy & Plan

Head Teacher	Mrs. N. Harmer
Person Responsible	MS S. Rawat
Review Date	March 2027

1. Aims and Objectives

At our school, we are committed to providing an inclusive, accessible and high-quality education where every pupil feels safe, respected and able to thrive. Our BRAVE values—Belong, Responsible, Aspirational, Value Diversity and Empowered—underpin this commitment by promoting a strong sense of belonging and celebrating diversity. Through our accessibility policy, we ensure barriers to learning, participation and the physical environment are identified and removed, enabling all pupils, including those with disabilities and additional needs, to access the curriculum, facilities and wider school life.

2. Legislation and Guidance

This Accessibility Policy and Plan have been developed in accordance with the Equality Act 2010 and Schedule 10: Accessibility for Disabled Pupils, as well as the SEND Code of Practice.

Under the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment; and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

'Long-term' means lasting a year or more, and 'substantial' means more than minor or trivial.

Brentfield Primary School is committed to creating an environment that values, includes, and enables all pupils, staff, parents, and visitors.

Our Accessibility Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable better access to education, facilities, and services.
- Enhance the availability of accessible information for pupils, staff, parents, and visitors.

3. Management, Coordination and Implementation

The **Governing Body** is responsible for ensuring the implementation, monitoring, and review of this Accessibility Plan.

The **Headteacher** provides strategic oversight and reports to governors

The **Inclusion Lead** oversees day-to-day coordination and ensures that actions are carried out, evaluated, and updated annually.

Access Audit

Number of storeys	2
Corridor access	All corridors are wide enough to fit a wheelchair. Where there are handles, they can be held from a seated or standing position. Clear refuge point on upper floor of KS2 area for wheelchair users. Areas used for continuous provision have movable fixtures rather than fixed ones, allowing flexible layout to maintain accessibility and manoeuvrability where needed.
Lifts	No lifts currently installed

Parking bays	1 bay for visitors and staff with restricted mobility. Bay is closest to main entrance and clearly marked.
Entrances	Halls and reception entrances fully wheelchair accessible; clear visibility of doors when open/closed.
Ramps	There is one internal slope leading from the main entrance with a small incline leading to a levelled surface and one external ramp leading to the Parent Room and access to the Early Years area. There are no temporary or mobile ramps on site.
Toilets	There are 2 accessible toilets with appropriate fixtures to support those with reduced dexterity. Toilet flooring has slip resistant surface.
Reception area	There is good visibility through the doorway from both sides at standing and seated levels to main entrance. Adequate space for wheelchair access
Internal signage	Signage for fire evacuation large and in some instances lit.
Corridor and Classroom layout	Staff conduct routine checks to remove unnecessary clutter from corridors, classrooms and shared spaces.
	Communication is amended and adapted for EAL families.
Website translated.	Check????

4. Current Context and Good Practice

The school currently has children with a range of disabilities, which include:

- Moderate and specific learning disabilities
- Hearing impairment
- Autistic spectrum condition
- Sensory processing
- Speech and language disorder
- Medical Needs such as diabetes and arthritis

At present, we have no long-term wheelchair dependent pupils, members of staff or parents.

Aim	Current Good Practice
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum & Teaching:</p> <ul style="list-style-type: none"> • Adaptive teaching strategies to meet diverse learning needs and styles of pupils. • Use of pre-teaching and overlearning strategies to support pupils with additional needs. • Scaffolded resources (writing frames, visual prompts, chunked instructions). • Use of assistive technology, e.g., iPads for whiteboard projection for visually impaired pupils, and speech-to-text tools for those with motor or writing difficulties. • Personalised support plans and individual pupil profiles highlight best practice arrangements for pupils with high needs. <p>Classroom Adjustments:</p> <ul style="list-style-type: none"> • Classrooms are designed to be acoustically sympathetic for pupils with hearing impairments. • Encouraged use of projections on non-white (pastel) backgrounds to reduce visual stress. • Coloured overlays are available for pupils experiencing visual stress. • Flexible furniture layouts in continuous provision areas allow wheelchair access and easy manoeuvrability. • Movement and sensory supports such as movement cushions, chair resistance bands and ear defenders. • Communication boards and Makaton signing to support pupils with speech and language needs. <p>Health and Medical Support:</p> <ul style="list-style-type: none"> • Personal Health Plans are in place for pupils with significant health needs, shared with all relevant adults. • Medical forms are updated annually or following changes in a pupil's health status. • Risk assessments are conducted for pupils or staff with temporary mobility limitations (e.g., pregnancy, casts, crutches, splints, wheelchair use). <p>Pupil Voice & Inclusion</p> <ul style="list-style-type: none"> • Regular collection of pupil voice to inform support strategies and adjustments. • Inclusion of pupils with SEND in school council or leadership roles. <p>Extra-Curricular and Off-Site Access:</p> <ul style="list-style-type: none"> • After-school clubs and educational trips are reviewed to ensure all pupils can participate. Adjustments are made where necessary, with considerations detailed in trip risk assessments. <p>Support for Hearing/Vision Impairments:</p> <ul style="list-style-type: none"> • Staff working with hearing-impaired pupils use amplification devices where required.

	<ul style="list-style-type: none"> • Classroom seating and group arrangements are adapted to optimise access. • Close partnership working with external professionals. <p>Monitoring and Review:</p> <ul style="list-style-type: none"> • Staff receive training in adaptive teaching, accessibility strategies and awareness of pupil-specific needs. • Learning environments, resources, and support strategies are regularly reviewed including the completion of audits to ensure they continue to meet pupils' needs effectively.
<p>Improve and maintain access to the physical environment</p>	<p>Stairways and Corridors</p> <ul style="list-style-type: none"> • Dual-height handrail installed on the KS2 main staircase. • Yellow strip added to step edges to enhance visibility. • Wheelchair-width corridors throughout the building. <p>Parking and External Access</p> <ul style="list-style-type: none"> • On-site staff car parking, including one dedicated disabled parking bay. • Main entrance to school office accessible via level gradient. • Routes to and around the building kept clear of snow, ice, and fallen leaves. <p>Wheelchair and Mobility Access</p> <ul style="list-style-type: none"> • Lower floors are wheelchair accessible; classroom reallocation considered as part of reasonable adjustments. • Three wheelchair-accessible toilets located on the ground floor. • Parent meetings held at ground level. <p>Playgrounds and Outdoor Spaces</p> <ul style="list-style-type: none"> • Playground includes a quiet area for pupils needing a low-stimulation environment. <p>Classroom and Learning Environment</p> <ul style="list-style-type: none"> • Routine liaison with professionals (e.g., Hearing/Vision Impairment Team) to implement classroom adaptations and reasonable adjustments. • Ongoing monitoring of the environment to ensure clutter-free spaces. <p>Safety and Signage</p> <ul style="list-style-type: none"> • Escape route signage designed large for visually impaired users. • Reception lobby layout allows users to clear one door before accessing the next. • Routine inspections of fire warning devices and detectors. • Risk assessments conducted for equipment and potential hazards.
<p>Improve the delivery of written information</p>	<p>Accessible Formats</p> <ul style="list-style-type: none"> • Large-print newsletters, letters, and forms available on request from the school office or, where possible, on the school website. <p>Clear and Inclusive Communication</p> <ul style="list-style-type: none"> • Access to translators provided where possible to support families whose first language is not English. • Visuals are used to support communication through the use of communication boards.

5. Action Plan

Aim: Increase access to the curriculum for pupils with a disability						
Target	Actions	Timescale	Cost	Responsibility	Monitoring	Outcome
Strengthen staff understanding of inclusive practice for neurodiversity	<ul style="list-style-type: none"> Engage in the Partnerships for Inclusion of Neurodiversity in Schools (PINS) project. Conduct environment and communication audit to strengthen inclusive practice Engage in CPD & Implement strategies and outreach support as identified through the project. 	Sept 2025 - March 2026	£1,000	Inclusion Lead	SLT	
Embed adaptive teaching through whole-staff training	<ul style="list-style-type: none"> Continue the delivery of adaptive teaching CPD for all staff. Review and refine classroom practice through feedback and observation. Create school non-negotiables 'Big 5' Share examples of best practice. 	September 2025 -July 2026	CPD	Deputy Head / Inclusion Lead	SLT	
To promote pupil independence and self-regulation	<ul style="list-style-type: none"> Set up self-help stations in each classroom. Include resources such as social stories, now/next boards, visual timetables, ear defenders and sensory tools. Train staff and pupils in effective use. 	October 2025 Stations in place On-going addition of resources	£700	Inclusion Lead	SLT	

	<ul style="list-style-type: none"> • Monitor consistency across classes. • Gather pupil voice on impact. 					
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Aim: Improve and maintain access to the physical environment						
Target	Tasks	Timescale	Cost	Responsibility	Monitoring	Outcome
To ensure accessible toilet facilities are available and well maintained	<ul style="list-style-type: none"> • Review current toilet facilities and identify accessibility needs. • Refurbish toilets to improve hygiene, accessibility and usability. • Ensure fixtures and fittings are suitable for pupils with additional needs where possible including door access. 	Phase 1 – Toilet by End 2026	£1500 - £2000	Caretaker	Headteacher	
Fix uneven flooring in small hall	<ul style="list-style-type: none"> • Repair and level flooring in the small hall to remove trip hazards and improve accessibility. 	By End 2026		Caretaker	Headteacher	
Fire assembly signage in courtyard area	<ul style="list-style-type: none"> • Install clear fire assembly point signage in courtyard area. 	By End 2026	£50-100	Caretaker/ Office Manager	Headteacher /SLT	

<p>To improve the acoustic environment of the small hall to support pupils with hearing or sensory needs. (Environment Audit 2025)</p>	<ul style="list-style-type: none"> • Research suitable sound-reducing solutions (e.g. acoustic panels, curtains, notice boards, soft furnishings). • Install acoustic wall panels or other sound-absorbing materials. • Review effectiveness after installation and make adjustments if required. 	<p>By end 2028</p>	<p>£3,000</p>	<p>Caretaker</p>	<p>Inclusion Lead/ Headteacher</p>	
<p>Maintain suitable room temperature and good ventilation to ensure that sensory sensitivities are accommodated. (Environment Audit 2025)</p>	<ul style="list-style-type: none"> • Identify priority learning spaces for installation • Identify priority learning spaces for installation 	<p>By end 2027 Phase 1 learning spaces By end 2028 Phase 2 learning spaces By 2029 Large Hall</p>	<p>£30,000</p>	<p>Site Team</p>	<p>Headteacher Governors</p>	
<p>Aim: Improve the delivery of written information</p>						
<p>Target</p>	<p>Tasks</p>	<p>Timescale</p>	<p>Cost</p>	<p>Responsibility</p>	<p>Monitoring</p>	<p>Outcome</p>
<p>Ensure pupils and parents/carers with difficulties have equal opportunity to access information from school</p>	<ul style="list-style-type: none"> • Availability of letters and school documents in alternative formats can be requested via the school office. 	<p>Ongoing</p>	<p>£50</p>	<p>Admin Team Teaching Staff Inclusion Lead</p>	<p>Headteacher</p>	

Increase the accessibility of the school website	<ul style="list-style-type: none"> Update school website to ease navigation and translation 	Website update December 2026	£1,500	SLT	Headteacher	
To make learning more accessible, inclusive, for pupils with SEND and EAL through the use of visual supports	<ul style="list-style-type: none"> Purchase and implement InPrint 4 to support accessible communication and differentiated resources 	Initial trial October 2026 Whole school by April 2026	£1,235	Inclusion Lead	SLT	

6. Review

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

Link with other Policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy