



Accessibility Plan

Policy Adopted on: September 2026

Policy Agreed by Governing Body (signature):

Date Policy to be reviewed: September 2029

Accessibility Action Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

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, and

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

At Brushwood Junior School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Definition of special educational needs in this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND). This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Targets	Strategies	Time scale	Success Criteria
To be aware of the access needs of disabled children, staff and parents/ carers.	• Ensure the school staff are aware of access issues ('access' meaning 'access to' and 'access from'). • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school. • PEEPs are prepared and reviewed as individual needs change.
Maintain safety for visually impaired people.	• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate.	As required	• Partially sighted pupils and visitors to the school can clearly see all path boundaries
Whole School Evacuation.	• Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if required.	Annually, and as new children join the school throughout the year	• All staff and children are familiar with the fire protocols in their new classrooms.
Accessible car parking.	• Disabled members of staff and visitors have a place to park in the staff car park.	Ongoing	• There is a place for disabled members of staff and visitors to park throughout the school day.

All school visits and trips need to be accessible to all pupils.	• Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability. • Ensure staff are fully briefed with regards to children with SEND	Ongoing	• All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	• All equipment is checked regularly so that it is safe for pupils to use	Ongoing	• All pupils have access to PE.
Ensure all staff have specific training on disability issues.	• Identify training needs at regular meetings.	Ongoing	• Raised confidence of staff.
Access to learning in class.	• Review SEND children's access to curriculum within class sessions. • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Ongoing monitoring from SENDco. • Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	Ongoing	• All pupils have equal access to the curriculum.
Pupil Voice	• Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed.	Ongoing	• Child's voice is heard and acted upon.