



Brentry Primary School  
Accessibility Policy

Introduction

At Brentry Primary School, our values reflect our commitment to high expectations for everyone. We provide children with enriching and high-quality learning opportunities, enabling each child to reach their full potential. Every member of our school community is valued and included. We foster an ethos of care and trust, where everyone feels a genuine sense of belonging.

Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. We provide a safe and supportive environment and are committed to building children's confidence and self-esteem. We understand that when children feel safe and happy, they are empowered to achieve their very best.

Our Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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/she/they has a physical or mental impairment, and/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.

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 us upon the compliance with that duty.

Aims

Brentry Primary School is committed to creating an inclusive environment where every pupil, staff member, parent, and visitor can fully access the curriculum and participate in school life. We value and respect the diverse educational, physical, sensory, social, emotional, spiritual, and cultural needs of our school community.

We actively promote inclusion and support for all, taking positive steps to remove barriers and ensure equality of opportunity, particularly in relation to disability. We recognise and value the insights of parents/carers into their child's needs and respect the rights of parents/ carers and children to privacy and confidentiality.

Our Accessibility Plan outlines how we continue to improve access for disabled pupils, parents/carers, staff, and visitors. It sets out achievable actions within specified timeframes and anticipates the need to make reasonable adjustments to accommodate individual needs.

## Objectives

### 1. To enable full access to the curriculum

To ensure pupils with physical disabilities and/or sensory impairments can fully access the curriculum and participate equally in school life. This includes:

- teaching, learning, and the wider curriculum, such as after-school clubs, cultural activities and school visits
- the provision of specialist aids and equipment to support access to the curriculum within a reasonable timeframe
- access to the Sensory Room, Intervention Rooms and our Reading Nooks

### 2. To continue to improve physical accessibility

To maintain and enhance access to the school's physical environment, including the addition of specialist facilities as required. This ensures:

- pupils, parents/carers and visitors to our school can move around safely and access all areas of the school building

### 3. Enhance communication and information delivery

To ensure that written information is accessible to pupils, staff, parents, and visitors with disabilities. Information will be provided in a variety of preferred formats within a reasonable timeframe.

### 4. Whole School Training

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

### Related Policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy
- Mental Health and Well-Being Policy
- Teaching and Learning Policy

### Monitoring the Accessibility Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. This remains the responsibility of the Governing body. 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. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Monitoring of the accessibility plan 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

- The Accessibility Plan will be published on the school website
- The Accessibility Plan will be monitored by the Governing body
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### Our Accessibility Plans

It is a requirement that the school's accessibility plans are implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body

- Head Teacher
- School Business Manager
- SENCo
- Site Manager

Agreed by FGB:

Date: