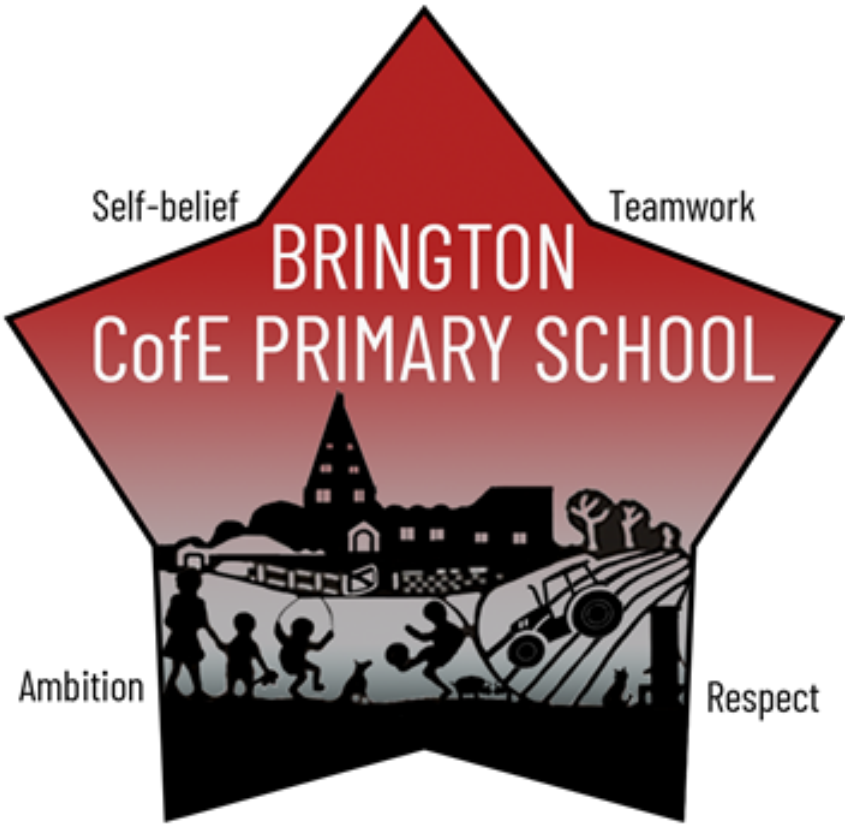


Accessibility Plan & Policy

February 2026

Approved by:
Last reviewed on: February 2026
Next review due by: February 2027

Aims

Brington Primary School aims to provide an inclusive, safe, caring and stimulating environment in which to learn. We have a fundamental set of values which enable all pupils and adults to flourish and succeed.

We are creating an inclusive school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings strength.
- We believe that discrimination or exclusion based on individual characteristics or circumstances (such as age; disability, caring or dependency responsibilities; gender of gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race; colour; caste; nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions) represent a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under-achievement at any level and differences in outcomes can be challenged through positive interaction activities designed to bridge gaps.
- We respect the rights of individuals, including the rights to hold different views or beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from our staff, pupils, partners and providers of goods and services in working towards the achievement of our vision.

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth. We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Responsibilities

The governors of the school are responsible for determining the content of the policy and the Headteacher for implementation.

Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by [the governing board and Headteacher].

Links with other policies

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

- Risk assessment policy
- Health, Safety and Wellbeing Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Action plan

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

Aim	Current Practice	Objectives short and long term if needed	Person responsible	Date to be completed by	Notes
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ✔ Access to a portable ramp ✔ Corridor width ✔ Disabled toilets and changing facilities ✔ Library shelves at wheelchair-accessible height ✔ Disabled parking space marked out in car park.		Head Teacher		
To be aware of the access needs of disabled children, staff, governors and parents/ carers	✔ Ensure the school staff & governors 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	Go through at Governors meeting when new members join.	Headteacher	As required	

	Educational Needs and Disabilities) process ✔ Ensure staff and governors can access areas of school used for daily tasks/meetings ✔ 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 ✔ Before meetings/school plays etc the fire escape arrangements are made clear to all	Newsletter to ask for feedback on access to the school annually Create PEEP (Personal Emergency Evacuation Plan) template for staff to use.			
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ✔ Internal signage ✔ Large print resources	Assess children's needs once start date is confirmed and plan accordingly.	Head Teacher	On-going	

	✔ Coloured papers or overlays ✔ Braille ✔ Pictorial or symbolic representations when appropriate ✔ Classroom layout adaptations				
Increase access to the curriculum for pupils with a disability	✔ Our school offers a differentiated curriculum for all pupils ✔ We use resources tailored to the needs of pupils who require support to access the curriculum ✔ Curriculum resources include examples of people with disabilities ✔ Curriculum progress is tracked for all pupils, including those with a disability ✔ Targets are set effectively and are appropriate for pupils with additional needs	The curriculum is reviewed to ensure it meets the needs of all pupils weekly and termly as needed.	Head Teacher and Subject Leaders.	On- going	
All school visits and trips need to be	✔ Ensure venues and means of transport are vetted for suitability. Develop	Risk assessments and planning	Head teacher and Class teachers	As required	

accessible to all pupils	guidance on making trips accessible	reflect arrangements			
Ensure disabled children can take part equally in lunchtime and after school activities	✔ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school. ✔ Ensure there is a way of getting children with mobility issues/ wheelchairs to the hall, where sports clubs usually take place.	Planning to reflect this	Head Teacher and Class teachers	As required	
Ensure disabled children can move from classrooms to the hall	✔ Make sure the corridor leading up to the hall is clear of obstructions	New displays and furniture installation permanent and non- permanent to be checked by Headteacher to ensure the correct amount of space has been allocated.	All staff	On-going	
Review PE curriculum to ensure PE is accessible to all pupils	✔ Review PE curriculum to include disability sports	Planning to reflect this when necessary.	Headteacher and PE Subject Lead	Annually	

External agencies to be engaged effectively to ensure appropriate support and provision	Referral to external agencies for additional support (eg, Speech and Language, Educational Psychologist, Hearing Impairment Team, etc), and adoption of their advice	SENDCo to continue to work with partners	Headteacher and SENDCo	On-going	