



# **Accessibility Plan**

**Approved – Autumn term 2025**

**Review – Autumn term 2028**

## **1. Purpose of the Plan**

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given time frame. It must anticipate the need to make reasonable adjustments wherever predictable.

## **2. Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a sustained and long-term adverse effect on his or her ability to carry out normal day to day activities.

## **3. Key Aims**

Brigg Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Brigg Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 , relating to Disability, of the Equality Act 2010. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality and Diversity policy

- Equality statement
- Health & Safety (including off-site safety)
- Special Needs Policy and SEND Information report
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan

The School's complaints procedure covers the Accessibility Plan.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND information report.
- Our staff recognise their duty under the Equality Act:

-Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

-Not to treat disabled pupils less favourably

-To take reasonable steps to avoid putting disabled people at a substantial disadvantage.

-To publish an accessibility plan

In performing their duties, governors have to pay regard to the Equality Act 2010. This requires school to share the accessibility plan with the governors responsible for SEND/Inclusion.

## Access to the Physical Environment – 2025-2026

Accessibility Outcome	Action to Ensure Outcome	Who is Responsible	Long, medium or short term	Time Frame
Ensure when off site, risk assessments and access arrangements are in place of identified children	Planning by class teacher with advice from DHT and SENCO. Class teacher creates access arrangement, plans and risk assessment. Checked by Deputy head and Head Teacher	Deputy Head Head Teacher, Class Teacher	Short term	Ongoing - as and when trips occur
Healthcare Plan and ECHP	To be put in place as children start school or if new needs are identified. This could cover both medical and SEND needs.	SENCO, Head Teacher, Lead Learning Mentor, class teacher	Long term - Healthcare & EHCP plans in place. Reviewed annually or as and when required.	Ongoing
Corridor/classroom spaces	Reasonable adjustments made – spaces clear and accessible. Yellow tape for visually impaired if required	SENCO, Class teachers, H&S Audit	Short	Ongoing
Parking arrangements are safe	Ensure disabled parking spaces are available.	Head Teacher	Long	Ongoing
Access to activity clubs	Adaptions and access arrangements/specialist equipment to be in place as per EHCP	SENCO, Class teacher	Short	Ongoing

**Access to the Curriculum**

<b>Accessibility Outcome</b>	<b>Action to Ensure Outcome</b>	<b>Who is Responsible</b>	<b>Long, medium or short term</b>	<b>Time Frame</b>
Ensure access to non-white paper and subject books for children identified as needing this	Books and books purchased.	SENCO, Class teacher, admin officer	Short	Ongoing
Ensure health care plans and EHCP's are followed	SENCO to carry out monitoring to ensure EHCPs are consistently implemented and staff are provided with CPD where identified.	SENCO/Class teacher	Short	Ongoing
Quality First Teaching – Scaffolding	SLT to monitor quality of scaffolding and provision for SEND	SLT/SENCO	Short	Ongoing
Interventions	SLT and SENCO monitor effectiveness and impact of interventions	SLT/SENCO	Short	Ongoing
Out of school activities are planned to ensure the participation of the whole range of pupils	Out of school activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements	SLT, SENCO, Class teacher	Short	Ongoing
Classrooms are optimally organised to promote the participation and independence of all pupils	Classroom risk assessments carried out. Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Class teacher. SENCO	Short	Ongoing

**Access to information advice and guidance**

<b>Accessibility Outcome</b>	<b>Action to Ensure Outcome</b>	<b>Who is Responsible</b>	<b>Long, medium or short term</b>	<b>Time Frame</b>
Access to specialist provision and other external agency advice	Make contact with relevant professionals and implement information and advice given.	SENCO, SLT, Class teacher	Short to medium	As needed
Staff training – raise awareness of the adults working for the school on the importance of good communication systems	Training delivered annually in safeguarding CPD and by health care professionals when and if needed.	SENCO, Admin Officer	Short	Ongoing
Access to written information and meetings	Communicated with parents by SENCO	SENCO	Short	Ongoing
Make available school leaflets, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	Head teacher, admin officer	Short	As needed