



Brierley Forest Primary and Nursery School
Accessibility Plan
2025-26



Brierley Forest Primary and Nursery School

Purpose of the Plan

The purpose of this plan is to show how Brierley Forest Primary and Nursery School intends to secure appropriate access to the school for all disabled pupils.

At Brierley Forest Primary and Nursery School our values reflect our commitment to a school where everyone feels a strong sense of 'belonging'. All children at Brierley Forest feel equal and included in every aspect of school life. The views and feelings of every child are respected and valued by all adults and pupils. We have high expectations for all our children and make appropriate adaptations to meet their individual needs.

Legal Background

This 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".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He/She/They has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required areas of; curriculum, environment and information;

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame.

Brierley Forest Primary aims to treat all stakeholders, including pupils, staff, governors and other members of the school community favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual information

The whole of the school building and playgrounds are fully compliant with DDA Regulations and are accessible for wheelchair users. The school has an internal lift for wheelchair users and those with mobility issues to transition from the ground floor.

The Current Range of Disabilities at Brierley Forest Primary and Nursery

The school has many children with a range of disabilities which include Autistic Spectrum Disorder, Talepsis, visual and hearing impairment and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. All inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances and these are included on the medical needs list on the school's MIS system (Scholarpack / Arbor).

All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates and staff trained in Paediatric First Aid.

Prescribed medication is either kept at the school office on the ground floor or in a secure locker in the staff room on the first floor which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Brierley Forest Primary and Nursery Plan 2025-26 Objectives	Strategies	Outcome	Timeframe
EQUALITY AND INCLUSION			
To ensure that the Accessibility Plan becomes an annual item at the Governors meetings	Clerk to governors to add to list for Governors meetings	Adherence to legislation	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provided training for members of the school community as appropriate	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation	On-going
PHYSICAL ENVIRONMENT			
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults.	Audit accessibility of school buildings and grounds by Governors when making building adjustment.	Modifications will be made to building/development proposals to maintain access	On-going
To ensure building upkeep/maintenance takes account of accessibility requirements.	Maintain step edgings/outdoor ramps/footpath, hand rails into classrooms, lifts, ramps/signs etc. to a good standard to secure ongoing suitable and safe access.	Ongoing school upgrade and maintenance will meet requirements of DDA	On-going
CURRICULUM			
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCOs to review the needs of children and provide training for staff as needed	Staff are able to ensure that all children have access to the curriculum and enrichment opportunities	On-going
To ensure that all children are able to access, as far as is safe to do so, all out of school activities, e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation	All providers of out of school education will comply with legislation to ensure that the needs of all children are met	On-going
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, noise cancelling	Children will develop independent learning skills and have equitable access to the curriculum at Brierley.	On-going (SENCO)

	headphones, writing slopes, specialist seating, toileting aids, braille books and signs, radio hearing aids etc.		
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice and additional time, use of adapted equipment and any further adaptations will be applied for as a needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually (SENCOs, SLT and Year 6 staff)
WRITTEN/OTHER INFORMATION			
To ensure that parents/carers who are unable to attend school, because of a disability, can access parent/carers evenings	Staff to hold parents/carers evenings by phone, Microsoft TEAMS or send home written information.	Parents are informed of children's progress	Twice per year.