

Learn and Grow Together

Brierley Forest Primary and Nursery School



The Brierley Way – Accessibility

At BFPNS, we create a caring family of resilient learners, enabling all individuals to thrive in our community.

Belonging, Caring, Resilience, Integrity

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Identified Barrier	Impact on the Child	In Place/Actions
Inconsistent rules/expectations.	Confusion and behaviour testing boundaries – insecure in understanding how to succeed.	Consistent expectations communicated to, and by, all staff. Implementation of whole school expectations across school which is reinforced using positive praise and dojos.
Classroom atmosphere.	Noisy or stressed classroom environment prevents children from engaging with purposeful learning.	Training in managing children. Quality first teaching. Provision of equipment as needed. Carefully considered activities which are planned to meet the needs of the children.
Clear communications of expectations and how to achieve them.	Less reason to prevaricate or engage in displacement activity to cover confusion or fear of failure.	Whole school expectations and values implemented around school and reinforced with dojos.
Clear communications of learning.	To know what is expected in order to achieve.	Learning displayed and shared with children. Learning in each lesson carefully considers children's starting points.
Teacher not aware of, or understanding of, pupil needs.	Pupil not fully engaged in learning and will not succeed.	Staff training to respond to need. Learning Plans and Individual Healthcare Plans in place across school.
Lack of classroom systems and organisation.	Children lack independence and may be unable to access learning.	Ongoing monitoring and observation of classroom practice. Guidance and support given to staff where appropriate.
Lack of concentration due to poor hearing or eye sight.	Unable to complete tasks leading to poor behaviour. Limited progress in lessons as they are unable to access.	Concerns passed onto parents, SENDCO, Head Teacher as appropriate. Technology and equipment in place and reviewed regularly to match need. Provision considers the individual needs of the child.

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Children are not given an opportunity to express their needs and be listened to.	Lack of confidence and self-esteem.	Pastoral Support given if needed. Wellbeing surveys conducted throughout the year to capture the views of every child. Follow up conversations with identified children.
ASD/language and communication difficulties/EAL.	Children lack understanding of what is being asked of them.	Visual timetable. Signs and symbols. See EAL policy to language strategies. SALT provision for identified children – staff to engage with identified therapists.
Print not presented in parent/child preferred format/language.	Unable to engage with the task/community	Signs/symbols in school. Verbal communication to parents as necessary/support from EAL for preferred language. Communication with VI team and tech support to identify recommended print sizes for children with visual impairments.
Children not positioned well to see whiteboard.	Cannot access learning/teaching and disrupt the lesson.	Careful consideration given to the seating plan in each classroom.
Poor understanding of the needs of parents/visitors.	Equality of access. Parents/visitors invited to express access needs on invitations to events in school.	Outside agencies involved as needed.
Lack of identification of reading/writing difficulties.	Unable to access teaching/learning.	Monitoring by all staff and SENDCo. Concerns following graduated response.
Lack of appropriate intervention to support difficulties.	Unable to access teaching /learning.	Monitoring by all staff and SENDCo. Concerns following graduated response.
Staff unaware of disability equality issues.	Poor access to the school and its curriculum.	Further training required. Equality Policy in place.
Celebrate only high achievers.	Further lower the self-esteem of low achievers.	All pupils have their success celebrated.
SEND policy and disability policy in place and supported by staff and governors.	Ensures equal access for all.	Staff and Governors informed. Policy reviewed annually and shared with all stakeholders.

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Staff unaware of responsibilities to actively remove barriers.	Does not ensure equal access for all.	Monitoring/review practice – ongoing.
Print presented on white paper or Interactive White board backgrounds.	Frustration and pupils not engaged. Pupils with visual impairments not able to access learning resulting in limited progress being made.	Print on coloured paper and books made up with certain colours for certain children and coloured backgrounds on IWB.
Low attainment, limited reading materials.	Lack of interest of reading and text too difficult	Staff continually monitor and track children's reading and question if no progress has been made.

	Potential Barrier	In place
Disabled parking	Unable to access school	Marked in yellow in staff school car park and outside EYFS unit (parents/visitors)
Ramp to Reception Office	Unable to access school	Yes
Dropped curb	Unable to access school	Yes
Contrasting handrails	Unable to access school	Yes
Accessible door handles	Unable to access school	Where safeguarding permits.
Accessible height desk	Unable to access learning	Yes
Uncluttered corridors	Unable to access learning	Yes
Clearly labelled cloakrooms	Unable to access school	Yes
Vision panels in doors	Fire and safety risk	Yes

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Classrooms clearly labelled	Unable to access learning	Yes
Classrooms/teaching spaces		
Well lit	Unable to access learning	Yes
Signs and symbols	Unable to access learning	Yes
Non cluttered	Unable to access learning	Monitored/ongoing
Pupils needs communicated to staff	Unable to access learning	Parent access to teachers before/after school daily. Health needs – Sharepoint, first aid rooms, staff room and Class Folders.
Appropriate furniture in place	Unable to access learning	Ongoing review based on current need.
Dual language displays (EAL)	Unable to access learning	Monitored/ongoing.
Toilet/Hygiene Facilities		
Disabled toilet facilities available	Intimate/personal care inaccessible	Yes
Changing Facilities available	Intimate/personal care inaccessible	Yes
Cubicle fitted with handrails for ambulant users	Intimate/personal care inaccessible	Yes
Handling plans in place where appropriate	Intimate/personal care inaccessible	Yes
Changes of Level		
Clear circulation routes	Unable to access school	Yes
Handrails on stairs	Unable to access school	Yes

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Signs to advise people to hold handrails when using steps	Unable to access school	Yes
Ramps where appropriate	Unable to access school	Yes
Preferred routes for disabled users identified	Unable to access school	Yes
Lift available in main school building	Unable to access school	Yes

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