

Bruce Grove Primary School

Accessibility Plan 2025-2028



Section 1: Vision statement

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an 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.
2. Bruce Grove Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Approved by: The full governing body

Date:

Next review date: July 2026

Section 2: Aims and objectives

Our aims are to:

1. Increase access to the curriculum for pupils with a disability
2. Improve and maintain access to the physical environment
3. Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim 1: Increase access to the curriculum for pupils with a Disability				
Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Deliver relevant training for staff in identification and provision for pupils with SEND to support and improve inclusive quality first teaching.	CPD for teachers on differentiating and personalising the curriculum for pupils with additional needs. on specific additional learning needs.	SENCO	As required	Increased access to the national curriculum Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Develop as an 'autism friendly' school	CPD for teachers and support staff (SNAs) and develop the role of Autistic Champion developed in and across school.	SENCO	December 2025 Ongoing	Increased access to the curriculum for pupils with autism. Autistic Champion training completed and disseminated to staff Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism
Appropriate use of specialised equipment to benefit individual pupils & staff	Audit and purchase specialist equipment for children with specific learning needs. CPD for staff on using the specialist equipment.	SENCO	As required	Increased access to a range of resources so children have a broad and balanced curriculum that all children are entitled.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Enrichment program reviewed to ensure children with disabilities are able to access. Provide additional resources/ staff to ensure all children are able to access after school clubs.	Inclusion Lead & SENCO	As required	Increased access to an enrichment curriculum.

One Plans/ Learning Passports shared with parents of pupils with SEND have clear strategies to support access to the curriculum.	Target strategies and interventions planned to ensure all children have access to the curriculum.	SENCO	Ongoing	Teachers, children and parents are aware of children's next steps and targets to support progress and access to the curriculum.
Use ICT software to support learning	Purchase and Install suitable software to support teaching and learning	SENCO and ICT Subject Leader	As required	Greater use of SEN resources available supporting the teaching and learning.
Review the P.E curriculum to ensure PE lessons are accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	P.E Subject Leader	As required	All to have access to P.E and be able to excel in P.E.
Improve the quality of provision for children with specific emotional needs	Planning and implementation of specific interventions. E.g. Nurture, Lego therapy, Drawing & Talking Planned Mindfulness strategies. Pastoral Lead working alongside specific children.	SENCO & Inclusion Lead	Ongoing	Children with specific emotional needs have a developed understanding of how to manage their feelings and have self help strategies.

Aim 2: Improve and maintain access to the physical environment				
Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improvements to aid those with a visual impairment	Maintenance of external steps & manhole covers highlighted in yellow / non-slip paint	Site Managers	As Required	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Improve signage to indicate access routes around school	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors.	Site Managers	As Required	Routes highlighted to increase safety for visually impaired people. All areas monitored and maintained

Improve access to upper floor.	Installation of ramp to Yr 3/5 playground.	HT	December 2025	Upper floor is accessible by all.
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from specialist hearing impaired unit on the appropriate equipment	SENCO	As Required	All children have access to the equipment

Aim 3: Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Provide written material in alternative formats when specifically requested.	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	HT and AHT	As required	All stakeholders will be able to access relevant materials.
Accessible and well structured website that provides first point of contact.	Ensure website is clear and updated regularly with relevant information.	AHTs	On going	All stakeholders will have up to date information.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Make available documentation for pupils and staff with visual impairment.	HT and SLT	As required	All stakeholders will be able to access relevant materials.

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys which are connected by an internal main staircase. Ground floor can be accessed at street level via steps and ramp. Upper storey can be accessed at street level via steps but no ramp is in place.	Research installation of a ramp/ outdoor lift via the Y3/5 playground	HT	December 2025
Lifts	NONE	N/A		
Parking bays	NONE	N/A		
Entrances	Entrances from the Sperling Road are able to accommodate wheel chairs as is the entrance to the main reception area. The entrance along the Year 3/5 corridor is only accessible via steps.	See above	HT	December 2023
Ramps	To the main reception and to the nursery	See above		
Toilets	Toilets are on both floors for pupils and staff. A disabled toilet is on the ground floor	Install facilities in the upstairs staff toilet to accommodate wheelchair access	HT	July 2026
Internal signage	Offices, classrooms and teaching spaces are labelled	An audit of any further signage needs to be carried out	Inclusion Lead	December 2025
Emergency escape routes	Fire exits are signposted	An audit of any further signage needs to be carried out	H&S Officer	March 2026