



Brockhampton Primary School Accessibility Plan 2026-29

- Headteacher: Keren Finnegan
- SENDCO: Naomi Mansell
- School Type: Primary School
- Review Cycle: Annual review; full renewal every 3 years
- Plan period: September 2026 to August 2029

Statement of intent

This plan outlines how Brockhampton Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils
- Parents
- The headteacher and other relevant members of staff.
- Governors.
- External partners

Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

School Context

Brockhampton Primary School's strengths lie in its inclusive culture, strong relationships with families, personalised approach to supporting pupils with SEND, adaptive teaching practices and its commitment to ensuring that all pupils are able to access the curriculum and wider opportunities offered by the school. The school's nurturing ethos and close-knit community enable staff to identify and address barriers to participation quickly and effectively.

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Current Accessibility Strengths

Strengths in Access to the Curriculum

- Inclusive teaching approaches that ensure all pupils can participate fully in learning.
- Early identification of Special Educational Needs and Disabilities (SEND).
- Strong graduated response and intervention programmes to support individual needs.
- Effective use of adaptive teaching strategies, scaffolding and reasonable adjustments.
- Well-trained staff who understand a range of learning, communication and physical needs.
- Close partnership working with external agencies such as Educational Psychologists, Speech and Language Therapists and SEN Support Services.
- Individual support plans and provision maps that are regularly reviewed.

Strengths in the Physical Environment

- Accessible toilet facilities.
- Clear signage around the school.
- Maintained pathways and safe access to classrooms and outdoor learning areas.
- Risk assessments and personalised arrangements for pupils with mobility needs.
- Adaptations made as required to meet changing needs of pupils, staff or visitors.

Strengths in Communication and Information

- Information available in different formats when required.
- Strong communication between school and families.
- Accessible website that meets statutory requirements.
- Use of visual timetables, symbols or assistive technology to support understanding.
- Translation or interpretation support where needed.
- Regular consultation with parents and pupils regarding accessibility needs.

Strengths in Inclusion and Wellbeing

- A strong inclusive ethos where diversity is valued and celebrated.
- High expectations for all pupils regardless of need or disability.
- Positive relationships between pupils and staff.
- Effective anti-bullying procedures, including support for vulnerable pupils.
- Opportunities for all pupils to participate in clubs, trips, sporting activities and leadership roles.
- Strong pastoral support and safeguarding systems

Sensory-Friendly Design

Brockhampton School recognises the importance of creating a learning environment that meets the needs of pupils with sensory differences. Classrooms benefit from predominantly hessian-backed display boards which are used to provide a calming visual environment and reduce overstimulation. The school continually considers the sensory impact of classroom and learning environments, ensuring that spaces remain supportive, accessible and conducive to learning for all pupils.

Inclusion Base and Nurture Provision

The school provides a range of nurturing and supportive spaces for pupils who may require additional emotional, sensory or learning support throughout the school day. These areas offer flexible provision to help pupils access learning successfully and act as positive, inclusive environments that support participation in mainstream education. The use of these spaces is individualised and designed to meet identified needs, promoting regulation, wellbeing and engagement in learning.

Quiet and Calm Retreat Zones

Brockhampton School provides quiet and low-stimulus spaces for pupils who require opportunities for sensory regulation or emotional recovery. The 'nest' and sensory shed help pupils regulate their sensory needs and remain engaged in school life and learning.

Three-Year Strategic Action Plan

	Actions	Who	Timescale	Success Criteria
Curriculum access	Strengthen adaptive teaching; embed assistive technology; ensure accessibility of trips, clubs and enrichment; termly review of SEND outcomes.	SENDSCO/SLT	2026-2029	Disabled pupils participate fully and make expected or better progress.
Physical environment	Annual accessibility audit; maintain corridors and routes free from obstruction; accessibility considered in all capital projects.	Headteacher, SENCO, Site team	Annual	Site remains safe and accessible
Digital Accessibility	Annual review of website and online documents; strive for WCAG-aligned accessibility.	SLT	Annual	Improved accessibility of digital content.
Stakeholder Consultation	Gather views of pupils, parents, staff and governors.	SLT	Annual	Action plan informed by stakeholder feedback.
Communication	Provide large print, translated, electronic and alternative formats upon request.	Office Team	Ongoing	Information accessible to all families.
Staff Development	Annual SEND and Equality Act training; autism, sensory, communication and medical needs training informed by cohort profile.	SENDSCO	Annual	Staff confidence and inclusive practice increase.
Emergency Planning	PEEPs for pupils, staff and visitors where required; annual review and	Headteacher	Annual	Safe evacuation arrangements evidenced.

	fire drill consideration.			
Disabled parking for school community.	Spaces provided in front car park for school community.	HT	ongoing	Two parking spaces available.

Curriculum Accessibility Commitments

- High-quality adaptive teaching.
- Reasonable adjustments recorded and reviewed.
- Use of provision maps and targeted interventions.
- Access arrangements for assessments where appropriate.
- Inclusive PE, educational visits and extracurricular activities.
- External agency advice implemented and monitored.

Information Accessibility

Parents may request information in alternative formats including large print, translated versions, electronic formats, or verbally explained content. School communications and website content will be reviewed regularly to improve accessibility.

Music and Arts Accessibility

Brockhampton School is committed to ensuring all pupils can access music and arts opportunities. Music is delivered through partnerships with Create Music, which provides instrumental tuition. Art is taught weekly throughout the year as part of the school's foundation curriculum. Reasonable adjustments, adaptive teaching strategies and additional support will be provided where required to ensure pupils with SEND or disabilities can fully participate in music, art, performances and creative enrichment activities. Participation will be monitored to ensure equal access and inclusion for all pupils.

Accessibility Evaluation and Continuous Improvement

To ensure that accessibility arrangements remain effective and responsive to pupil needs, Brockhampton School will undertake periodic walkthroughs. These may involve the SENDCO, school leaders or governors observing and reviewing the experiences of pupils with physical disabilities, sensory needs or SEND throughout a typical school day. The process will consider access to learning environments, transitions between lessons, breaktimes, lunchtime arrangements, extracurricular activities and emergency procedures. Any barriers identified will be recorded and used to inform future accessibility improvements and school development planning.

Brockhampton School values the views and lived experiences of pupils and families when developing accessibility provision. Parents, carers and pupils will be encouraged to contribute to the review and development of accessibility targets through meetings, annual reviews, surveys, pupil voice activities and consultation opportunities. Feedback gathered will help shape curriculum adaptations, environmental improvements and reasonable adjustments, ensuring that accessibility

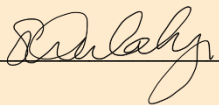
planning reflects the needs of the school community and promotes inclusive practice for all.

Monitoring and Governance

Progress will be reported to governors annually. Accessibility will form part of school improvement evaluation and SEND self-evaluation. The plan will be updated when significant changes to the pupil population, site or legislation occur.

Approved by the Local Governing Committee: 29th September 2026

Chair of Governors: Sally Mulcahy

Signature: 

Next review: August 2029

Linked Policies

- SEND Information Report
- Equality Objectives
- Health and Safety Policy
- Supporting Pupils with Medical Conditions
- Child Protection and Safeguarding Policy
- Behaviour and Relationships Policy
- Educational Visits Policy