

BROCKWELL JUNIOR SCHOOL ACCESSIBILITY PLAN 2025 - 2029

Approval date 29.09.25 Full Governing Board

Minute Number TBC

Review date Oct 2029

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

We firmly believe that access to all areas of the school and all aspects of the curriculum are paramount to our values and beliefs. We have a number of modifications and adaptations within the school which enable full access for a wide range of disabilities and allows disabled people full access to the curriculum. We are, however, constantly open to future developments and modifications if the need arises.

We follow the Local Authority's Equal Opportunities Policy.

1B: Information from pupil data and school audit

The school admits children from 7 to 11 years old.

Currently there are no children with physical disabilities. Some children are supported by appropriate outside agencies. Arrangements are in place for modifications for the children taking National Curriculum tests.

The Physical Impairment Service works with us to ensure that we have appropriate facilities for any child with physical disability to freely move around the building when necessary. This includes

ramp access to doors, electronic entrance door / doors that stay open at 90 degrees, a designated room for rest and fully equipped disabled toilet facilities.

1C: Views of those consulted during the development of the plan

As and when access to the building and curriculum is required by children and adults with disabilities, their views have been sought and any modifications necessary will be undertaken.

Our registration forms give parents an opportunity to inform us of their child's access needs.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

1. The school has already had major modifications undertaken to allow full accessibility for all disabled pupils. It is the school's intention that we will continue to maintain full access arrangements for any disabled children or adults as the need arises.

2. The school has close links with local secondary schools, regarding all issues prior to children transferring. This would include discussions about accessibility issues.

3. The school will continue to regularly review disabled pupils' access to all areas of the curriculum.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

All necessary modifications to the building which meet the needs of the Disability Discrimination Act have been undertaken. This is under constant review, particularly when the need arises.

Access from the car park is across play area 1 and down the ramp. During concerts and assemblies, the junior path remains open for access to the ramp and is locked before the children use the play area.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Through advice and support from appropriate agencies the school would take steps to ensure that all information was accessible to disabled pupils. This has included use of laptops with voice recognition software and audio/visual equipment etc.

3: Making it happen

3A: Management, coordination and implementation

This plan is to be considered by the Governing Body and any necessary amendments will be made prior to final approval by them.

It will be reviewed periodically and if the need arises prior to review an action plan for work to be carried out would be drawn up for approval. Any cost implications for any changes which may need to take place would be negotiated with the Local Authority's Special Educational Needs Department.

We feel that as our School has undergone major modifications in order to accommodate the needs of disabled people already, many of our future needs will already have been met.

As each curriculum policy is reviewed the needs of disabled people will be taken into account, alongside the role of the Special Educational Needs Co-ordinator, who continually reviews all issues concerning disabled pupils.

It is the duty of the Governing Body to implement the plan and ensure all staff are familiar with its contents.

3B: Getting hold of the school's plan

The plan is available from the school office and would be available in large print if requested.

Equality Objectives:

Objectives are specific and measurable. They are used as a tool to help improve the school experience of a range of different pupils. Equality objectives may arise from analysis we have carried out on our published data or other information, where they have identified an area where there is potential for improvement on equalities, or they may – for example - be set in anticipation of a change in local circumstances. They are found in the Equal Opportunities Policy.