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Accessibility Plan

Brockenhurst CE Primary School,
Pre-School, & Nursery

Approved by:	John Littlewood	
Last reviewed on:	September 2026	
Next review due by:	September 2028	

Contents

1. Aims 2
2. Legislation and guidance 3
3. Action plan 3
4. Monitoring arrangements 7
5. Links with other policies 7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE	ACTION SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Brockenhurst CE Primary & Pre-School offers equitable access to a broad and balanced curriculum for all pupils. - Universal, high-quality teaching is our first line of defence in removing barriers to learning whether they be physical or metaphorical. -We use resources tailored to the needs of pupils who require support to access the curriculum. -Independence is promoted through modelling, scaffolding and questioning. - Our strong commitment to early intervention and prevention enables us to tackle, diminish or avert potential barriers to success. - Curriculum resources include examples of	To upskill staff in new and alternative ways of recording so that all pupils can demonstrate knowledge and understanding more fully. Consistent use of pupil overview that informs how children with disability and/or SEMH can fully access all areas of the curriculum. Monitor breadth of uptake/access to clubs.	Particular groups of pupils tracked termly.	SENDCo (BD) SENDCo (BD)	Spring Term 2027 Ongoing	Pupils will feel increased confidence in their work. SEND & Pupil Premium children will have a greater voice and feel valued through their contribution to the school community. Equitable access for all to programme of activities.

	diversity and this is celebrated and reinforced through the ethos, values, worships, Personal Development Learning that underpin the school. - Progress is tracked for all pupils using appropriate and relevant assessment materials. This informs targets that are appropriate for pupils with additional needs. - Our small, nurturing environment creates strong, positive relationships based on the principles of respect and trust.			Office Manager/ PE Lead	Termly	Pupils targeted to attend specific clubs.

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE	ACTION SUCCESS CRITERIA
Improve and maintain access to the physical environment	There are no parts of the school to which disabled children have limited or no access due to the school being on one level for pupils. The environment is adapted to the needs of pupils as required. This includes: • Library shelves at wheelchair-accessible height • The school site is wheelchair accessible • The school is all on one level with ramps at specified fire exits.	To use appropriate spaces within the school, matched to need.	Where stairs are a barrier to adults, activity or meeting to be scheduled in an appropriate room.	All staff	SEPT 2026→ongoing	Staff pro-active in anticipating need.

	• The school has had modifications to the Reception, Key Stage One classrooms and school hall to improve auditory access for children with hearing impairment. • The school has an intimate care room with a disabled toilet, hoist and shower facility. • There is a designated disabled parking bay at the front of the school. • There is a designated ELSA/Nurture space (The Clubhouse) for pupil SEMH needs • There is a Pupil kitchen for supervised small group cooking activities. • The school has worked closely with a Hearing Impaired Specialist Teacher, Occupational Therapist and Physical Disabilities Advisor and has secured a range of equipment for a child's specific needs – e.g. specialist furniture and hearing loop system					

	The following areas are all accessible: • Forest School • Library • Children's Kitchen • Running track • Sensory Garden • Adventure Playground • The Clubhouse (dedicated ELSA space) • Pre-School/ Nursery • Badger's Rest Wrap-Around Care.					

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE	ACTION SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	• Individualized communication devices/systems • Interactive whiteboards • Visual timetables • Laptop/ i-pad devices • Software such as Clicker • Specialist advisory services on communication • Use of Social Stories • Training on use of comic strip cartoons	• Maintain that all pupils have the software and hardware they need to access the curriculum. • ELSA supervision to support and develop provision.	Audit of need	SENDCo (BD)	Spring 2027	All pupils will have access to appropriate technology. MMD & HS as ELSA team work with pupils with SEMH need.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be reviewed by the head teacher, SENDCo and Health & Safety governor.

It will be approved by head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health & safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Information report
- Supporting pupils with medical conditions policy
- Safeguarding Policy
- Child Protection Policy
- Appendix 1: Accessibility audit (Sept 2026)
- The table below contains features assessed as part of the audit of the school's physical environment. It is not an exhaustive list, and can be adapted.

Appendix 1: Accessibility audit (Sept 2026)

The table below contains features assessed as part of the audit of the school's physical environment. It is not an exhaustive list, and can be adapted.

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of levels on site	1 for children 2 for adults	All staff to be pro-active in anticipating need	All staff	
Corridor Access	Adequate	None	DG	
Disabled Access Parking Bays	1	None	DG	
Entrances	8 (all DDA compliant)	None	DG	
Emergency Escape routes	All fire exits are accessible	PEPs written when required.	JL	
Intimate Care room including: Disabled toilet Shower Hoist	1	Hoist to be serviced when required for use. Staff to be trained in Manual Handling when required.	DG BD	
Internal Signage	All are standard compliant.	NONE	DG	