



Brockley Accessibility Plan

2026–2029

Vision Statement

At Brockley Primary School, we are committed to creating an inclusive, welcoming and accessible environment where every pupil, parent, carer, staff member and visitor is valued and able to participate fully in school life.

We believe that all children are entitled to a broad, balanced and ambitious education that enables them to achieve their full potential academically, socially, emotionally and physically. Our approach is rooted in the principles of inclusion, equality, dignity and respect, ensuring that barriers to learning and participation are identified and removed wherever reasonably possible.

This Accessibility Plan has been developed in accordance with the Equality Act 2010 and reflects the school's commitment to:

- Promoting equality of opportunity.
- Eliminating discrimination, harassment and victimisation.
- Making reasonable adjustments for disabled pupils, staff and visitors.
- Increasing access to the curriculum for all learners.
- Improving access to the physical environment.
- Improving access to information and communication.
- Supporting participation in all aspects of school life.
- Meeting the needs of pupils with SEND through high-quality inclusive provision.
- Working in partnership with families, Derbyshire County Council and external professionals.

Accessibility is not simply about physical access. It includes access to learning, communication, relationships, enrichment, leadership opportunities, the curriculum and the wider experiences that form part of life at Brockley Primary School.

Current Good Practice

Brockley Primary School already has many strengths that support accessibility and inclusion.

Inclusive Curriculum

We provide:

- High-quality adaptive teaching across all classes.
- A graduated approach to SEND support using Assess, Plan, Do, Review.
- Personalised support and reasonable adjustments where required.
- Access to assistive technology and specialist resources.
- Curriculum adaptations that enable pupils to access learning successfully.
- Strong partnership working with parents and outside agencies.

Inclusive Environment

We currently provide:

- A single-storey school building.
- Accessible entrances and exits.
- Wide corridors and learning spaces.
- Accessible toilet facilities.
- Appropriate lighting and signage.
- Individual risk assessments and emergency evacuation plans where required.
- Access to outdoor learning and OPAL provision.

Inclusive School Culture

We promote:

- A relational and restorative approach to behaviour.
- Strong pastoral and emotional wellbeing support.
- Positive relationships and belonging.
- Inclusive extra-curricular activities.
- Inclusive educational visits.
- Pupil leadership opportunities.
- Respect for diversity and difference.

Accessible Communication

We provide information through:

- The school website.
- Newsletters.
- Parent meetings.
- Telephone and email communication.
- Alternative formats where required.
- Translation and interpretation support where appropriate.



Aim 1: Increase Access to the Curriculum

Current Good Practice	Actions	Responsibility	Timescale
High-quality adaptive teaching is in place across the school.	Continue to develop staff expertise in adaptive teaching, reasonable adjustments and inclusive classroom practice.	Headteacher / SENCo	Ongoing
Pupils with SEND access the full curriculum wherever possible.	Review curriculum provision annually to ensure learning remains ambitious, inclusive and accessible for all pupils.	Senior Leadership Team	Annual
Staff work closely with external agencies.	Continue to implement specialist recommendations promptly and monitor impact.	SENCo	Ongoing
Assessment systems are in place.	Further develop assessment approaches that recognise progress for pupils working significantly below age-related expectations.	SLT / Teachers	Medium Term
ICT is used to support learning.	Increase the use of assistive technology and accessibility tools where appropriate.	SENCo / Subject Leaders	Medium Term
Staff receive SEND training.	Deliver an annual programme of inclusion, accessibility and SEND CPD linked to identified needs within the school.	Headteacher / SENCo	Ongoing
Educational visits and enrichment opportunities are available to all pupils.	Ensure accessibility planning forms part of all trip and enrichment planning.	Visit Leaders	Ongoing
Pupil wellbeing support is available.	Develop wellbeing provision and sensory regulation support where required.	Pastoral Team	Medium Term

Aim 2: Improve and Maintain Access to the Physical Environment

Current Good Practice	Actions	Responsibility	Timescale
Accessible entrances and pathways are available.	Conduct annual accessibility audits and prioritise improvements as identified.	Headteacher / SBM	Annual
Disabled toilet facilities are available.	Review facilities annually to ensure suitability for current and future users.	SBM	Ongoing
School environment is reviewed for individual needs.	Continue to seek specialist advice where pupils' needs require environmental adaptations.	SENCo	Ongoing
Learning spaces support a range of needs.	Develop flexible learning environments that support concentration, sensory regulation and wellbeing.	SLT	Medium Term
Outdoor areas are accessible.	Continue developing OPAL and wider outdoor provision to maximise inclusive participation.	OPAL Lead	Ongoing
Safety procedures are established.	Review Personal Emergency Evacuation Plans (PEEPs) annually and when circumstances change.	SENCo	Annual
School grounds support wellbeing.	Continue to improve areas that support social interaction, friendship, regulation and belonging.	Pastoral Team	Medium Term

Aim 3: Improve Access to Information and Communication

Current Good Practice	Actions	Responsibility	Timescale
School website provides key information.	Ensure website content remains accessible and compliant with accessibility requirements.	Headteacher / Admin Team	Ongoing
Information is available electronically and in paper format.	Continue to provide alternative formats upon request.	School Office	Ongoing
Website translation facilities are available.	Review translation services and identify additional communication needs within the school community.	Admin Team	Annual
Staff communicate regularly with families.	Develop communication methods that support families with literacy, language or accessibility needs.	SLT	Medium Term
Parent meetings and reviews take place regularly.	Ensure reasonable adjustments are available to enable full parental participation.	SENCo / Class Teachers	Ongoing
SEND reviews and annual reviews are well established.	Continue to strengthen pupil and parent voice within SEND processes.	SENCo	Ongoing

Monitoring and Review

The Accessibility Plan will be reviewed annually by the Headteacher, SENCo and Governing Body.

Progress against the plan will be monitored through:

- SEND reviews.
- Governor monitoring.
- Pupil voice.

- Parent feedback.
- Staff feedback.
- Accessibility audits.
- School improvement monitoring.
- Equality and inclusion reviews.

The plan will be formally reviewed and updated every three years, or sooner if legislation, guidance or the needs of the school community change.

Our Commitment

At Brockley Primary School, inclusion is at the heart of everything we do. We are committed to ensuring that every child feels safe, valued and able to participate fully in school life. Through high-quality teaching, strong relationships, reasonable adjustments and a culture of belonging, we will continue to remove barriers and create an environment where all members of our school community can thrive.

