

Christ Church (Brondesbury) CE Primary School

Accessibility Policy & Plan



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| Date approved | March 2026 |
| Date of next review | Spring 2027 |
| Signature | |

Christ Church (Brondesbury) CE Primary School

School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

2 Corinthians 8:7

“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”

Our vision is embedded within the Christian values of:

Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

Our vision is expressed by all as **“Going for GOLD with faith”**.

This is explained and explored below:

| Vision | Demonstrated as |
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| G ive learning your best | <ul style="list-style-type: none"> • Try your best at everything • Follow the “give me five” rules |
| O wn your choices | <ul style="list-style-type: none"> • Be respectful and polite • Be honest and take responsibility for your words and actions |
| L ove yourself, as God loves you | <ul style="list-style-type: none"> • Love yourself, for you are special • Love your neighbours with all your heart |
| D ream big, work hard and pray | <ul style="list-style-type: none"> • Aim high • Always be ready to learn • With prayer, everything is possible |

This policy reflects and supports our school vision in that through our accessibility measures at Christ Church we strive to “...provide a supportive, safe, respectful and reflective environment in which all flourish” and to “provide the highest standards of learning for all” This is echoed in our Bible passage as we excel in our acts of love and kindness and in our Going for GOLD with faith statement as we love ourselves and each other as God loves us.

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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 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

Our school aims to treat all its pupils fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Christ Church School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled children and adults are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Equal Opportunities Policy.

At Christ Church we acknowledge and undertake our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected categories of:

- Age (as appropriate)
- Disability
- Ethnicity
- Gender
- Religion identity
- Sexual identity

We agree to:

1. Promote spiritual, social moral and cultural development of pupils with regard to equality, diversity and community cohesion.
2. To narrow gaps in learning for underachievement or lack of progress for all children, including all groups which have been identified through school measurements.
3. To follow clear school procedures when dealing with incidences of prejudice, harassment, bullying and racism for all staff and pupils.
4. To consistently apply fair recruitment procedures.

3. Action plan

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

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|--|---|---------------------------------------|---|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> ✓ Our school offers a differentiated curriculum for all pupils. ✓ We use resources tailored to the needs of pupils who require support to access the curriculum. ✓ Curriculum progress is tracked for all pupils, including those with a disability. ✓ Targets are set effectively and are appropriate for pupils with additional needs. ✓ The curriculum is reviewed to ensure it meets the needs of all pupils. ✓ EYFS staff & Inclusion | <ul style="list-style-type: none"> • To provide the capacity for a hearing loop within classrooms • Ensure close links are maintained with relevant outside agencies in order to have correct resources available for children with needs. | <p>Research the installation and costs of various hearing loop systems around school.</p> <p>Inclusion Leader to liaise with relevant outside agencies.</p> | <p>SBM / HT</p> <p>Inclusion Lead</p> | <p>Review when necessary</p> <p>Sept 18 - ongoing</p> | <p>Loops installed in classes where and when there is a need. Hearing impaired children access teaching & learning.</p> <p>Induction for new pupils with learning difficulties/disabilities is smooth and timely.</p> |

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| | <p>Leader visit link Nurseries and families in order to assess the needs of new children and plan accordingly to meet these needs</p> <p>✓ Children have access to laptop computers and iPads in order to access learning resources.</p> | | | | | |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ✓ 1 classroom which is accessible for pupils with physical disabilities ✓ Portable ramp ✓ Corridor width – wide enough for wheelchair access ✓ 1 Disabled parking bay ✓ Disabled toilet and changing facilities ✓ Library shelves at wheelchair-accessible height | <ul style="list-style-type: none"> • Improve access to building at 3 points: office, (Y2) classroom and Hall. • Improve communication system for hearing impaired people • Improve signage around school in order to highlight DDA compliant access. • Ensure Disabled | <p>Ensure access to front office and downstairs classroom is more suitable – remove step access and install permanent ramps to office, Classroom and Hall entrance.</p> <p>Install hearing loop at the front office.</p> <p>Purchase and install signs at appropriate height indicating entrances/exits and facilities.</p> <p>Fit red-cord alarm</p> | <p>SBM / Premises Manager</p> <p>SBM / Premises Manager</p> <p>Premises Manager</p> <p>Premises Manager</p> | <p>Year 2 class & School office are wheelchair compliant. Disabled toilet has ramp access</p> <p>See above</p> <p>Completed</p> | <p>Building is more accessible to Wheelchair users (adults & pupils)</p> <p>School has possibility of hosting pupil with physical impairment.</p> <p>School office is able to communicate with hearing impaired visitors.</p> <p>Access/Egress points and facilities are clearly visible and signed.</p> <p>Disabled toilet</p> |

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|---|---|--|--|---|---|---|
| | | Access toilets are DDA compliant | <p>to Disabled toilet in upper ground floor area.</p> <p>Clean out lower ground-floor Disabled toilet. Remove key code lock from the door.</p> <p>Look at DDA compliance docs – ensure both facilities are compliant.</p> | <p>Premises Manager</p> <p>Premises Manager</p> | Completed | facilities are DDA compliant – signed off by relevant body. |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. School information can be adapted according to needs to include:</p> <ul style="list-style-type: none"> ✓ Large print resources ✓ Pictorial or symbolic representations ✓ Information presented in various languages ✓ Colour filters over printed text, or text presented on coloured paper | <ul style="list-style-type: none"> • Improve signage around school to meet the needs of all pupils • Preparation for intake of any visually impaired children • To provide the capacity for a hearing | <p>Ensure signage around school is available in various languages and at various heights.</p> <p>Investigate the possibility of Braille texts to be used if required for visually impaired children – list of contacts & resources to be compiled.</p> | <p>Inclusion Lead / Premises Manager</p> <p>Inclusion Lead</p> | <p>Not completed – to be done asap</p> <p>Ongoing – when necessary</p> | <p>School signage allows sharing of information with all pupils</p> <p>Resources and support in place and easily accessible if necessary.</p> <p>Hearing impaired</p> |

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| | | loop within classrooms | Research the installation and costs of various hearing loop systems around school. | SBM / Premises Manager | See above | children can access learning and information as appropriate. |
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4. Monitoring arrangements

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

It will be approved by the Governing Body

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|---|--------------------------------|-----------------------------|
| Number of storeys | 2-3 | Ensure current Y2 class becomes available to accommodate any disabled wheelchair-bound children/staff | Headteacher / Premises manager | When/if necessary |
| Corridor access | Y2 corridor has step free access to hall and disabled toilet | n/a | n/a | n/a |
| Lifts | none | | | |
| Parking bays | 1x disabled bay | | | |
| Entrances | Main entrance Wheelchair friendly. No hearing induction loop. | Investigate and install hearing induction loop to support visitors with hearing difficulties. | Premises manager | By Summer 2026 |
| | Year 2 classroom entrance is wheelchair friendly | If used for wheelchair access, ensure the furniture inside allows for ease of acces/exit | n/a | n/a |

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| | Hall entrance: 2 small steps to enter from playground | Ensure mobile ramp is available nearby to be used when necessary | Premises manager | When necessary |
| | Early Years entrances are wheelchair friendly | n/a | | |
| Ramps | 1x mobile ramp | Ensure this is stored nearby the hall entrance. | Premises manager | |
| Toilets | Disabled toilet (1) between children's toilets – accessible via the school office | Ensure door lock is secure and that red alarm cable is functioning | Premises manager | Ongoing |
| | Disabled toilet (2) outside hall – accessible via school playground or hall | Ensure door lock is secure and that red alarm cable is functioning Ensure ramp is available for access | Premises manager | Ongoing |
| Internal signage | Lots of signage is up around school | Check that important signage is 1) DDA compliant (background, colours, fonts, sizes, etc) 2) available in different languages where possible | Premises manager / Admin | ASAP – by summer 2026 |
| Emergency escape routes | Emergency exits are clearly marked – with safety lighting in place | Ensure escape routes plans are up to date and available | Premises manager | Completed – ongoing review |