



The Brow CP School Accessibility Plan 2025-2026

1. Purpose:

This Accessibility Plan ensures that all pupils, staff, and visitors—including those with complex SEND—have full access to every aspect of school life. The school promotes inclusive education, adapting the curriculum and environment to meet individual needs while fostering independence, social engagement, and academic progress.

2. Principles:

- Inclusion: Every pupil, regardless of ability, is valued and supported to participate fully.
- Accessibility: Physical, sensory, and cognitive barriers to learning are proactively removed.
- Adaptation: Teaching, resources, and assessment approaches are tailored to individual learning profiles.
- Collaboration: Families, staff, and external specialists work together to support pupils' access.

3. Key Objectives:

- ✓ Physical Accessibility: Ensure the school environment, including resource bases, classrooms, and outdoor spaces, is fully accessible.
- ✓ Curriculum Access: Adapt teaching methods, resources, and assessments to meet the wide range of learning needs.
- ✓ Communication: Make information accessible in multiple formats suitable for pupils, families, and staff.
- ✓ Staff Development: Provide ongoing training on high-quality inclusive teaching, SEND strategies, and accessibility.



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4. Action Plan

Area	Current Status	Action Required	Responsible Person	Timeline
Physical Accessibility		Conduct site accessibility audit. - Install ramps, rails, signage as required. - Ensure compliance with standards. - Improve lighting and pathways.	Site Manager / Headteacher/SENCO	12–18 months
Evacuation & Safety	Fire drills in place; PEEPs for some pupils	Create/update Personal Emergency Evacuation Plans (PEEPs) for all pupils with SEND; ensure staff trained on emergency support strategies	HT / SENCO	6 months
Curriculum Access	Adaptations made in lessons; some pupils access specialist support	Continue to develop differentiated, multi-sensory lessons; expand use of assistive technology; ensure planning across mainstream and resource bases is consistently inclusive and adapted to meet the needs of all children.	SENCO / Curriculum Lead/RB staff	Ongoing



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Area	Current Status	Action Required	Responsible Person	Timeline
Learning Resources	Range of formats provided	Provide learning resources in varied formats (visual, auditory, tactile); incorporate high-interest, low-stress materials; ensure resources support communication, sensory, and cognitive needs. Further develop the use of technology to support children in recording learning.	SENCO / Class Teachers	6–12 months
Communication & Engagement	Newsletters and policies in standard print; parent workshops	Provide materials in accessible formats (easy-read, audio, translated); use visual schedules and social stories for pupils; maintain strong family-school communication	Admin / SENCO/HT	Ongoing
Staff Training & Awareness	SEND CPD provided	Regular training on autism, ADHD, sensory processing, communication needs, behaviour support, and inclusive pedagogy; share good practice across mainstream and resource bases Take part in IQM Centre of Excellence cluster working.	Headteacher / SENCO/SLT/IQM lead	Termly



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Area	Current Status	Action Required	Responsible Person	Timeline
Emotional & Sensory Wellbeing	Sensory breaks available	Expand access to sensory areas, quiet rooms, and wellbeing support; integrate wellbeing strategies across curriculum and playground	SENCO / Pastoral Staff/HT	Ongoing
Parental & Community Engagement	Meetings in standard format	Offer flexible meeting formats (virtual, in-person, visual aids); encourage parent input in planning for accessibility and curriculum adaptations	Headteacher / SENCO	Ongoing

5. Monitoring and Review:

- The plan will be reviewed annually by the Headteacher, SENCO, and Governing Body.
- Progress will be monitored through:
 - Accessibility audits of the environment.
 - Feedback from pupils, families, and staff.
 - Observation of inclusive teaching practices.
- Updates will reflect changing pupil needs, new technologies, and curriculum developments.

6. Responsibilities:

- Governing Body: Ensure the plan is implemented and adequately resourced.
- Headteacher: Oversee daily practice and integration of inclusive approaches.
- SENCO: Lead curriculum adaptations, coordinate specialist support, and monitor SEND provision.
- All Staff: Implement inclusive teaching, support access, and communicate adjustments.
- Families & Pupils: Collaborate with school to ensure needs are met and feedback is provided.

Signed: L. Webb (Headteacher)

Date: September 2025