



Brierley CE (VC) Primary School

Accessibility Policy and Plan

Approved by:	Full Governing Board (FGB)
Policy last reviewed:	Autumn Term 2026
Policy next review due by:	Autumn Term 2029
Plan (actions) reviewed:	Termly, by Headteacher and SLT
Plan refreshed:	Annually, with the rolling 3-year cycle extended each year (current cycle: 2026–2029)

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Our Vision

At Brierley, God guides us as one family.
We learn, grow, and shine together in our community,
Nurturing hope, resilience, aspiration and forgiveness
Everyone is loved, celebrated, and supported to flourish.
Living God's love through our words, actions,
And journey beyond our school,
Following the example of Jesus.
Though we are many, we are one body,
Together we learn and grow.

1. Statement of Intent

This plan sets out how Brierley CE (VC) Primary School will increase access to education for pupils with disabilities across the three planning duties required by the Equality Act 2010: the curriculum, the physical environment, and information. A full definition of disability, and of the related but distinct concept of Special Educational Needs (SEND), is set out in the school's SEND Information Report, to which this plan should be read alongside rather than repeating in full here.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school so that pupils with disabilities can take full advantage of education, benefits, facilities and services.
- Improve the availability and accessibility of information for pupils, parents and carers with disabilities.

Actions will be delivered within a reasonable timeframe, informed by the views of pupils and parents/carers, and resourced appropriately by the governing board.

The governing board also recognises its responsibilities towards employees and prospective employees with disabilities and will monitor recruitment procedures, provide appropriate support and adjustments, and ensure staff can access the workplace effectively.

The plan is resourced, implemented, reviewed and revised in consultation with pupils' parents and carers, the headteacher and relevant staff, governors, and external partners, and is evaluated as set out in Section 9.

2. Legal Framework and Related Policies

This plan has due regard to relevant legislation and statutory guidance, including:

- Equality Act 2010, and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years (2015)
- Education Act 1996 and Education and Inspections Act 2006
- Human Rights Act 1998
- DfE guidance, 'The Equality Act 2010 and schools' (2014)

This plan operates alongside the school's:

- SEND Information Report
- Equality Information and Objectives Policy
- SEND Policy
- Inclusion Policy
- Early Years Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles, Responsibilities and Monitoring

Monitoring of this plan is built into the school's normal governance cycle so that it is used as a live document rather than filed and forgotten. Responsibility is set out below.

3.1 Governing Board

- Approves the Accessibility Policy and Plan before adoption and at each 3-yearly review.
- Delegates termly operational monitoring of the plan to the headteacher
- Receives an annual summary report, alongside the Annual SEND Report and Equality Objectives update, and uses this to hold leaders to account.

3.2 Headteacher

- Ensures staff are aware of pupils' disabilities and medical conditions, and that reasonable adjustments are in place.
- Works with the SENCO, governing board, Barnsley Local Authority and external agencies to implement and evaluate this plan.
- Reports progress to the delegated committee each term and to the full governing board annually.

3.3 SENCO / SENDCo

- Maintains oversight of the needs of pupils with SEND and disabilities and advises the headteacher accordingly.
- Leads the annual Accessibility Audit and maintains the evidence base described in Section 5.
- Coordinates requests for alternative formats and interpreting support (Section 8).

3.4 Staff

- Act in accordance with this plan, making reasonable adjustments to support disabled pupils in accessing their environment and education.
- Ensure their practice does not disadvantage any pupil because of a disability.

3.5 Who Monitors What

Area	Monitored by	How	Frequency	Reported to
Accessibility Audit findings & actions	SENCO, Headteacher	Progress report against Sections 6–8	Termly	FGB
Physical environment barriers	Premises staff, School Business Manager, Headteacher	Environment walk-round	Termly	FGB
Information accessibility, incl. alternative format requests	SENCO, School Business Manager	Request log review	Termly	FGB
Attendance/participation of pupils with disabilities	SENCO, Headteacher	Attendance & participation data analysis	Termly	FGB
Overall statutory compliance	Headteacher	Annual review against Equality Act duties	Annually	FGB, Annual SEND/Equality Report

3.6 Reporting Cycle

- Termly: evaluative progress notes added to the action plan tables (Sections 6–8) and reported to FGB
- Annually: full plan refresh — completed actions closed, new barriers added, and a summary reported to the FGB alongside the Annual SEND / Equality Objectives Report.
- Every 3 years: full policy review (see Section 9).

4. Links to the Local Offer, SEND Provision and the Graduated Response

This Accessibility Plan focuses on removing barriers in the curriculum, physical environment and information for all pupils with disabilities. It sits alongside, and should be read together with, the school's SEND Information Report, which explains how individual pupils with SEND are identified and supported through the graduated response (Assess, Plan, Do, Review).

- Barnsley's Local Offer sets out the services and support available to children and young people with SEND and disabilities across the local authority: https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/
- Barnsley SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offers free, confidential and impartial advice to parents, carers and young people: 01226 787 234, sendiass@barnsley.gov.uk
- The school's own SEND provision map, showing universal, targeted and specialist provision, is available from the SENCO and referenced in the SEND Information Report.
- The graduated response (Assess, Plan, Do, Review) used for individual pupils with SEND is set out in full in the SEND Information Report and is the mechanism through which barriers identified in this Accessibility Plan are, where relevant, translated into individual pupil support.

Where an accessibility barrier identified through the audit (Section 5) affects an individual pupil with an Education, Health and Care Plan (EHCP), this is also considered at that pupil's annual review, ensuring the two documents inform one another rather than operating in isolation.

5. The Accessibility Audit

The governing board oversees an annual Accessibility Audit covering the three planning duty areas: curriculum, physical environment and information.

When conducting the audit, the school considers all kinds of disabilities and impairments, including but not limited to:

- Ambulatory disabilities, including pupils who use a wheelchair or mobility aid
- Dexterity disabilities affecting manual handling of objects and fixtures
- Visual disabilities and sensitivities
- Auditory disabilities and sensitivities
- Comprehension needs, including hidden disabilities such as autism and dyslexia

The audit draws on a defined evidence base so that findings are triangulated rather than anecdotal:

- Learning walks and lesson visits focused on curriculum access
- Physical environment walk-rounds / access audits, including input from building surveyors where relevant
- Attendance and participation data for pupils with disabilities, including in trips, clubs and extra-curricular activities
- Parent, carer and pupil voice (surveys, questionnaires, review meetings)
- The SEND provision map and outcomes of the graduated response
- Minutes of the delegated committee's termly review of this plan
- Any accessibility-related requests, complaints or reasonable-adjustment records

Findings from the audit are used to populate and refresh the 3-year rolling action plan in Sections 6–8, and are reported as set out in Section 3.6.

6. Planning Duty 1: Access to the Curriculum — 3-Year Action Plan (2026–2029)

This table incorporates the school's responses to Sections 1 and 2 of the Basic Access Audit for Schools (BMBC, completed September 2026) – disability awareness/training (Q1–Q2) and curriculum delivery (Q3–Q10).

Barrier / Issue	Action(s)	Lead	Timeframe	Measurable Success Criteria	Evidence Source	Review Notes (updated at each check-point)
Disability awareness training is currently only delivered where it is embedded within other staff training, rather than as a standalone, explicit offer. (Basic Access Audit, Q1 – rated 3/4: partially)	Introduce a dedicated disability awareness session (INSET or online module) for all staff, in addition to existing embedded coverage.	Headteacher, SENCO	Spring 2027, refreshed annually	100% of staff complete a standalone disability awareness session; rating improves to 1 at the next Basic Access Audit.	Training attendance register; staff survey; next Basic Access Audit (Q1)	
Arrangements for teachers and TAs to access training to teach/support pupils with disabilities are confirmed in place. (Basic Access Audit, Q2 – rated 1: yes, completely)	Maintain current arrangements; continue to source specific training as individual pupil needs arise.	Headteacher, SENCO	Ongoing	Rating maintained at 1 at each future audit; no pupil experiences a delay in staff accessing needed training.	Basic Access Audit (Q2); training records	
Staff practice in removing barriers to learning and participation is developing but not yet fully embedded for all pupils. (Basic Access Audit, Q3 – rated 2/4: almost)	Strengthen monitoring of inclusive practice through learning walks and pupil voice; share good practice at staff meetings.	Headteacher, SENCO	Autumn 2026 – ongoing, reviewed Summer 2027	Learning walk evidence shows consistent barrier-removal across all classes; rating improves to 1 at next audit.	Learning walk records; Basic Access Audit (Q3)	
Differentiated teaching to meet individual needs is developing but not yet consistently securing good progress for all children with disabilities. (Basic Access Audit, Q4 – rated 2/4: almost)	Strengthen differentiation through planning scrutiny, book looks and coaching, with a particular focus on progress data for pupils with disabilities.	Headteacher, SENCO, subject leads	Spring 2027, reviewed Summer 2027	Progress data for pupils with disabilities matches or exceeds that of their peers in 100% of year groups; rating improves to 1 at next audit.	Progress data analysis; planning scrutiny; Basic Access Audit (Q4)	
All children and young people, including those with disabilities, are encouraged to take part in music, drama and physical activities. (Basic Access Audit, Q5 – rated 1: yes, completely)	Maintain current practice; continue to evidence through participation data and pupil voice.	Class teachers, subject leads	Ongoing	Rating maintained at 1 at each future audit; participation rates for pupils with disabilities in music/drama/PE match those of their peers.	Basic Access Audit (Q5); participation data	
Staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities. (Basic Access Audit, Q6 – rated 1: yes, completely)	Maintain current practice; continue to evidence through planning and pupil voice.	Class teachers, SENCO	Ongoing	Rating maintained at 1 at each future audit.	Basic Access Audit (Q6); planning scrutiny	

Barrier / Issue	Action(s)	Lead	Timeframe	Measurable Success Criteria	Evidence Source	Review Notes (updated at each check-point)
Staff recognition of, and allowance for, the additional planning and effort needed to fully include pupils with disabilities in the curriculum is developing but not yet consistent across all staff. (Basic Access Audit, Q7 – rated 2/4: almost)	Share exemplar inclusive planning at staff meetings and through peer coaching; build this focus into the disability awareness session (see Q1 action above).	Headteacher, SENCO	Spring 2027, refreshed annually	Planning scrutiny confirms consistent allowance for additional planning/effort across all classes; rating improves to 1 at next audit.	Planning scrutiny; staff meeting records; Basic Access Audit (Q7)	
Staff are encouraged to allow additional time for pupils with disabilities to use equipment in practical work. (Basic Access Audit, Q8 – rated 1: yes, completely)	Maintain current practice.	Class teachers, SENCO	Ongoing	Rating maintained at 1 at each future audit.	Basic Access Audit (Q8)	
Access to appropriate technology for pupils with disabilities is developing but not yet consistently in place. (Basic Access Audit, Q9 – rated 2/4: almost)	Audit and provide assistive technology/equipment matched to identified individual need, prioritised using SEND provision map data.	Headteacher, ICT lead, SENCO	Summer 2027, reviewed annually	Every pupil identified through the graduated response as needing assistive technology has it in place within one term; rating improves to 1 at next audit.	SEND provision map; equipment log; Basic Access Audit (Q9)	
School visits, including overseas visits, are made accessible to all children and young people irrespective of attainment or disability. (Basic Access Audit, Q10 – rated 1: yes, completely)	Maintain current practice; continue to evidence through trip risk assessments and participation data.	Class teachers, SENCO, Educational Visits Coordinator	Ongoing	Rating maintained at 1 at each future audit; participation rate of pupils with disabilities in trips matches or exceeds that of their peers.	Basic Access Audit (Q10); trip risk assessments; participation data	

7. Planning Duty 2: Access to the Physical Environment — 3-Year Action Plan (2026–2029)

This table incorporates the school's responses to Section 4 of the Basic Access Audit for Schools (BMBC, completed September 2026) – accessible teaching/social spaces (Q16–Q17), general premises (Q18–Q22), getting to the building (Q23–Q30), internal facilities (Q31–Q34), vertical movement (Q35–Q38) and sensory impairment (Q39–Q42) – together with Q14 (furniture and equipment) from Section 3.

Barrier / Issue	Action(s)	Lead	Timeframe	Measurable Success Criteria	Evidence Source	Review Notes (updated at each check-point)
All teaching spaces in the main school (8 of 8) are confirmed accessible. (Basic Access Audit, Q16a/Q16b)	Maintain full accessibility of teaching spaces; reassess whenever the building layout changes.	SBM, Headteacher	Ongoing	8 of 8 teaching spaces remain accessible at each future audit.	Basic Access Audit (Q16a, Q16b)	
All social spaces in the main school (4 of 4: hall, nursery, KS1 and KS2 outdoor areas) are confirmed accessible. (Basic Access Audit, Q17a/Q17b)	Maintain full accessibility of social spaces; reassess whenever the building layout changes.	SBM, Headteacher	Ongoing	4 of 4 social spaces remain accessible at each future audit.	Basic Access Audit (Q17a, Q17b)	
Furniture and equipment are selected, adjusted and located appropriately. (Basic Access Audit, Q14 – rated 1: yes, completely)	Maintain current practice; review whenever new furniture/equipment is purchased or a pupil's needs change.	SBM	Ongoing	Rating maintained at 1 at each future audit.	Basic Access Audit (Q14)	
Pathways and routes (internal and external) are logical and well signed. (Basic Access Audit, Q18 – rated 1: yes, completely)	Maintain current signage and routes; review after any site changes.	SBM	Ongoing	Rating maintained at 1 at each future audit.	Basic Access Audit (Q18)	
Emergency and evacuation procedures alert all pupils. (Basic Access Audit, Q19 – rated 1: yes, completely)	Maintain current procedures; test and review with all pupils, including those with disabilities, as part of routine fire drills.	Headteacher, SBM	Ongoing (tested each term)	Rating maintained at 1 at each future audit; every pupil with an identified evacuation need has a personal emergency evacuation plan (PEEP) in place.	Basic Access Audit (Q19); fire drill records; PEEPs	
Appropriate furniture and equipment are provided to meet the needs of individual pupils. (Basic Access Audit, Q20 – rated 1: yes, completely)	Maintain current provision.	SBM, SENCO	Ongoing	Rating maintained at 1 at each future audit.	Basic Access Audit (Q20)	
Furniture layouts allow easy movement for pupils with disabilities in some but not all spaces. (Basic Access Audit, Q21 – rated 2/4: almost)	Review furniture layout in all teaching and social spaces against pupils' current mobility needs; adjust as required.	Class teachers, SBM	Spring 2027	Environment walk-round confirms unobstructed movement in 100% of spaces; rating improves to 1 at next audit.	Environment walk-round; Basic Access Audit (Q21)	

Barrier / Issue	Action(s)	Lead	Timeframe	Measurable Success Criteria	Evidence Source	Review Notes (updated at each check-point)
Quiet rooms/calming spaces for pupils who need this facility are only partially available. (Basic Access Audit, Q22 – rated 3/4: partially)	Identify and establish a designated quiet/calming space accessible to all key stages; agree a protocol for use.	SENCO, Headteacher, SBM	Autumn 2026 – Spring 2027	At least one accessible quiet/calming space is available and in use in each key stage; rating improves to 1 at next audit.	Site plan; pupil/staff feedback; Basic Access Audit (Q22)	
Car park spaces are reserved for disabled people near the main entrance. (Basic Access Audit, Q23 – rated 1: yes, completely)	Maintain current provision.	SBM	Ongoing	Rating maintained at 1 at each future audit.	Basic Access Audit (Q23)	
Q24 ('Are there any barriers to easy movement around the site and to the main entrance?') was rated 1 in the audit. Given the wording of this question, it is not certain whether '1' was intended to record 'no barriers' or a literal 'yes, there are barriers' — this should be confirmed.	Clarify with the person who completed the audit (or with BMBC) what this rating was intended to record, and correct the audit and this plan if needed.	Headteacher, SENCO	Autumn 2026 (before the next termly review)	The response is confirmed or corrected, and this plan is updated to reflect the confirmed position.	Basic Access Audit (Q24); correspondence with BMBC/reviewer	
Steps only partially have contrasting colour edging. (Basic Access Audit, Q26 – rated 3/4: partially)	Apply contrasting colour edging to all remaining external steps.	SBM, contractors	Summer 2027	100% of external steps have contrasting edging, confirmed by walk-round; rating improves to 1 at next audit.	Environment walk-round; contractor sign-off; Basic Access Audit (Q26)	
The principal door can be used by a wheelchair user unaided. (Basic Access Audit, Q29 – rated 1: yes, completely)	Maintain current provision.	SBM	Ongoing	Rating maintained at 1 at each future audit.	Basic Access Audit (Q29)	
An alternative wheelchair-accessible entrance is recorded as not required, since the principal door is already accessible unaided. (Basic Access Audit, Q30)	No action required; reconfirm at each audit, particularly if the principal door or site layout changes.	SBM	Ongoing	Position reconfirmed as accurate at each future audit.	Basic Access Audit (Q30)	
All internal doors allow a wheelchair user to get through unaided. (Basic Access Audit, Q31 – Yes)	Maintain current provision.	SBM	Ongoing	Confirmed 'Yes' at each future audit.	Basic Access Audit (Q31)	
All corridors have a clear unobstructed width of 1.2m. (Basic Access Audit, Q32 – Yes)	Maintain current provision; keep corridors clear of clutter and stored equipment.	SBM, all staff	Ongoing	Confirmed 'Yes' at each future audit.	Basic Access Audit (Q32)	

Barrier / Issue	Action(s)	Lead	Timeframe	Measurable Success Criteria	Evidence Source	Review Notes (updated at each check-point)
The school has a wheelchair-accessible toilet. (Basic Access Audit, Q33 – Yes)	Maintain current provision.	SBM	Ongoing	Confirmed 'Yes' at each future audit.	Basic Access Audit (Q33)	
Accessible changing rooms/cloak rooms are in place; (Basic Access Audit, Q34 – Yes, comment: 'No shower facilities')	Monitor whether any pupil's identified need requires shower facilities; if so, assess feasibility and cost with the governing board.	SENCO, SBM, Headteacher	Reviewed at each termly check, and immediately if a need is identified	Any identified individual need for shower facilities is assessed within one term of being raised; no pupil's access to the curriculum or personal care is compromised by current provision.	SEND provision map; individual pupil plans; Basic Access Audit (Q34)	
Non-visual guides are used to assist people to use the buildings; the fire alarm uses a voice announcement. (Basic Access Audit, Q39 – Yes)	Maintain current provision.	SBM, Headteacher	Ongoing	Confirmed 'Yes' at each future audit.	Basic Access Audit (Q39)	
The décor is not considered confusing or disorientating for pupils with disabilities. (Basic Access Audit, Q40 – No)	Maintain current décor; re-check whenever redecoration takes place.	SBM	Ongoing	Confirmed 'No' (i.e. not confusing) at each future audit.	Basic Access Audit (Q40)	
A hearing induction loop is available in the school. (Basic Access Audit, Q41 – Yes)	Maintain current provision; test loop functionality periodically.	SBM	Ongoing	Confirmed 'Yes' and functioning at each future audit.	Basic Access Audit (Q41)	
Emergency alarm systems cater for those with hearing impairment (flashing light). (Basic Access Audit, Q42 – Yes)	Maintain current provision; test as part of routine fire alarm testing.	SBM	Ongoing	Confirmed 'Yes' and functioning at each future audit.	Basic Access Audit (Q42)	

8. Planning Duty 3: Access to Information — 3-Year Action Plan (2026–2029)

In addition to the actions below, the school confirms the following are available on request, at no cost to the family:

- Large Print copies of letters, newsletters and reports
- Easy Read versions of key policies and letters
- Symbol-supported information (e.g. Widgit symbols) for pupils who need it
- Interpreting support, including for parents' evenings and review meetings

Requests can be made to the school office or SENCO and are logged and monitored as set out in Section 3.5.

The table below also incorporates the school's responses to Section 3 of the Basic Access Audit for Schools (BMBC, completed September 2026) – delivering materials in other formats (Q11–Q13, Q15).

Barrier / Issue	Action(s)	Lead	Timeframe	Measurable Success Criteria	Evidence Source	Review Notes (updated at each check-point)
Arrangements to provide information in simple language, symbols, large print, audiotape or Braille are confirmed in place, but are not yet explicitly and consistently advertised to parents, carers and pupils. (Basic Access Audit, Q11 – rated 1: yes, completely)	Maintain current arrangements and publish a clear statement (website, newsletters, prospectus) that Large Print, Easy Read, symbol-supported information and interpreting support are available on request, and how to request them.	SENCO, Office Manager, ICT/website lead	Statement live by Spring 2027; arrangements maintained ongoing	Rating maintained at 1 at each future audit; statement live on the website and in all key parent-facing documents; 100% of alternative-format requests logged and fulfilled within an agreed turnaround (e.g. 10 working days); 0 unresolved requests at each termly review.	Basic Access Audit (Q11); website content; request log	
The school has ICT facilities to produce written information in different formats. (Basic Access Audit, Q12 – rated 1: yes, completely)	Maintain current facilities; keep staff aware of what is available (see staff briefing action below).	ICT manager, SENCO	Ongoing	Rating maintained at 1 at each future audit.	Basic Access Audit (Q12)	
Information is made available to staff, pupils and parents in a way that is user-friendly for people with disabilities. (Basic Access Audit, Q13 – rated 1: yes, completely)	Maintain current practice; audit the school website and key documents against current accessibility standards and remediate any issues found.	SENCO, ICT manager, website provider	Ongoing; website audit Summer 2027, re-checked Summer 2028 & 2029	Rating maintained at 1 at each future audit; website accessibility audit shows no high-priority issues outstanding; accessibility statement published and kept up to date.	Basic Access Audit (Q13); website accessibility audit report	
Staff familiarity with the technology and practices developed to assist people with disabilities is developing but not yet fully in place. (Basic Access Audit, Q15 – rated 2/4: almost)	Provide staff training/briefing on the assistive technology and alternative-format practices available in school, and how to access them for a pupil or parent.	SENCO, ICT manager	Spring 2027, refreshed annually	100% of staff attend the briefing; staff survey confirms confidence in signposting alternative formats; rating improves to 1 at next audit.	Training attendance register; staff survey; Basic Access Audit (Q15)	

9. Evaluation and Review Cycle

This plan is reviewed annually. The policy itself is reviewed every 3 years, while the plan's actions are checked and evaluated far more frequently so that the document stays current and evidence-based.

What	Frequency	Responsible	Reported to
Evaluative notes added to each action in Sections 6–8	Termly	SENCO, Headteacher	FGB
Full action plan refresh (closed actions removed, new barriers added, 3-year cycle rolled forward)	Annually	Headteacher, SENCO	FGB, alongside Annual SEND/Equality Report
Full Accessibility Policy review (this document)	Every 3 years, or sooner if legislation changes	Headteacher, Governing Board	FGB

Evaluative review notes (Section 6–8, final column) are added at each check-point rather than the row simply being marked "complete" or "further action required" — where an action is not yet fully met, the note states what has changed, what remains outstanding, and the revised next step and date.

Any changes to this plan are communicated to staff, governors and relevant stakeholders, and the current version is published on the school website alongside the SEND Information Report and Equality Information and Objectives.