

Be the best we can be

Bromley Heath Infant School: Accessibility plan

Next review date

Date	October 2025	Signed	Sarah Cook, COG Approved by FGB
Review Date	October 2028		



By Jacob

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.

Our Vision

At Bromley Heath Infant School we keep children at the centre of everything we do; striving to provide inspirational teaching and provision which challenges and nurtures all of our children in their small steps, big strides, exciting journey.

Our Mission

'To be the best we can be'

Our Values (Bears)

These are the eight key values and attitudes that underpin our vision and mission statement. They are displayed around the school, integral in our curriculum and personal development, and used as a basis for celebration. They take the form of bears – Try New Things Bear etc.

- Try new things
- Work well
- Concentrate
- Challenge yourself
- Imagine
- Improve
- Understand others
- Keep on going

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.

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.

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.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	PROGRESS REVIEW
Increase the extent to which disabled pupils can participate in the curriculum	- Quality First teaching for all as a guiding principle supported by regular CPD, including for autism and dyslexia and from specialist providers for complex special needs - Ongoing/ annual training for staff to ensure medical needs are met effectively, including diabetes, epilepsy and allergies - Resources tailored to the needs of pupils who require support to access the curriculum or have an adapted curriculum: this could include a learning station; ear defenders; visuals; sensory aids or breaks; a differentiated curriculum; additional support at points during the day or other adaptations, including seating. - Curriculum resources include examples of people with disabilities, such as books chosen to be read or	- Further developing meta-cognition learning approaches for all - Further developing individual strategies for emotional self-regulation for SEMH children - Further developing staff understanding and skills in the provision for children with sensory needs - Individual sensory diets informed by sensory questionnaires and staff awareness of effective sensory provision	HT/ DHT/ SENDco HT/ DHT/ SENDco and all staff SENDco	Training and development throughout 2025-26 2025-26 academic year January 2026	

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	visuals shared; assemblies reflecting on experiences of disability Curriculum progress is tracked for all pupils, including those with a disability, including where they are not accessing their age-level curriculum; regular curriculum reviews				
Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided	- Ramps into school entrances available at front of the school; to the classrooms through the 'Dolphin exit corridor' and to the library/ Fred room - The building is on one, ground floor - Corridor width allows for a clear route through the school and classrooms are large - Disabled parking bays - Disabled toilets and changing facilities at the front of the school; refitted children's disability toilet and changing area (EYFS end of school) fitted August 2022 - Quiet dryers fitted in children's toilets and low level, sensor operated taps	- Continue to consult with professionals (e.g. Occupational Therapist) to meet individual needs where access is an issue - Complete physical accessibility audit - Creation of moveable short ramp to allow easier access to pod and EYFS classrooms - New building works to consider accessibility	HT/ SENDco/ SBM SENDco/ SEND governor SENDco/ SEND governor	Ongoing – including use of Cluster 6 End academic year 2025-26 End academic year 2025-26 Ongoing	

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	- Quieter spaces created – the Nest (Feb 2023) and the sensory room (August 2023); half height walls added in Y2 corridor for quieter working in groups (Feb 2023); new pod built for ELSA; sandtray and speech and language therapy (quiet, therapeutic space) - Playground made more accessible by removing some structures/ levelling				
Improve the availability of accessible information to disabled pupils, including children with a hearing or visual loss	- Advice is sought from Sensory Support or from medical professionals where needed - Positioning of individuals in carpet spaces or tables to ensure access e.g. close, to the side or away from background noise as needed - Staff trained with equipment where needed e.g. hearing aids; diabetes management - Staff adapt approaches based on needs of individual children, including communication style - Pictorial and written representations.	- Adaptations to meet need as children join/ where needed e.g. enlargement of texts or books if child joins with severe visual impairment; use of laptop or use of ipad to enlarge prompts from the board. - Advice sought as children join/ needs become apparent from medical professionals, including Sensory Support.	SENDco SENDco SBM	As needed As needed October 2025 Ongoing	

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	• Carpets fitted in Y1 and Y2 (2022/ 2023) for quieter classrooms • Makaton signs included within writing progression map (for connectives/ conjunctions and question words); EYFS staff, HT and SENDco Makaton trained September 2024	• Carpet fitted to corridors (quieter spaces) • Extend use of Makaton throughout the school	SENDco/ all staff		
Ensure families are able to access all information	• SEND report published on the website annually • Access to building using ramps and large corridors allows for disabled access to all sections of the school, including the library • Sign language interpreter/ language interpreter offered and requested if needed	• Review SEND report with input from families annually • Continue sign-posting to parents of where support is available	SENDco SENDco	Annually (October) Ongoing As needed	

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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 FGB (SEND governor: Jason Pearce/ COG: Sarah Cook).

5. Links with policies/ other documents

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

Health and safety policy

Equality Opportunities information

Special educational needs (SEND) information report and SEND policy

Supporting pupils with medical conditions policy

Intimate Care Policy

