

Church Hill and Brunswick Park Federation



Accessibility plan

First review date:	09.10.25
Approved by:	Governors 11/11/25
Next review date:	9.10.28
Person/s responsible:	Emily Osabu-Matthews (Assistant Head for Inclusion/ SENDCo) Nancy Nash (Business Manager)

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how the Church Hill Brunswick Park Federation intends, over time, to increase the accessibility of our school for disabled/SEND pupils and staff. CHBP is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

This plan also incorporates the following:

- Children and Families Act (2024)
- SEND Regulations (2014)
- SEND Code of Practice (2015)
- Public Sector Equality Duty (PSED)
- Public Sector Accessibility Regulations (2018)

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- SEND Local Offer
- Medical Policy
- Positive Handling Policy
- Behaviour Management Policy
- School Development Plan
- School Prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility Plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school website
- Paper copies are available from the school office.
- Translated version of this plan can be made available.

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how CHBP federation will address the priorities identified in the plan. The plan is valid for three years 2025-2028. It is reviewed annually and updated every 3 years.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Head of Schools, Executive Head, Senior Leadership team and other relevant members of staff.
- Governors.
- External partners.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability/SEND
- Improve and maintain access to the physical environment of the school
- Improve the delivery of written information to pupils with SEN

The table below sets out how the school will achieve these aims.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability /SEND	CHBP offers an adapting curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical	Audit of CPD needed. Subscription to BPSI with hours to be used for appropriate CPD.	Class-Teacher SENDCo Head of School Executive	Ongoing to 2028	List of areas staff feel they would like training for. Staff completion of courses from The BPSI
		Use of ICT equipment that is clear for all pupils to see.	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons. Embedding the use of iPads/laptops within the classroom.	Head Deputy head teachers	Ongoing	Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.

		Develop specific resources to ensure certain pupils are able to access the curriculum fully.	Photocopy on coloured paper. Use coloured overlays. Alternative text (enlarged, braille, auditory) Scanning pens iPads Accessible books available in libraries.		Ongoing	Evidence of pupils making progress in all areas of the curriculum.
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENDCo	Annually	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	Steps	To have yellow lines on stairs to improve visibility.	Paint yellow lines on stairs to aid with visibility	Site manager	As required	Yellow lines visible
	Poles/ areas sticking up	To have yellow tape/ be painted yellow.	Paint/ tape to aid visibility.	Site manager	As required	Yellow visible
Improve the delivery of written	Use visual timetables in each classroom, in large format.	Introduce staff to Widgit symbols and provide training on	Arrange a meeting to focus on the visual cues in the	SENDCo Class Teacher TA	Ongoing	School environment to

information to pupils with SEND		using Communication with Widget/ Colourful semantics/ coreboards.	classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs.			have resources in place.
	Clear Signage around the school on all major entrances/ exits to and from the buildings across both Church Hill and Brunswick Park	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENDCo	Spring term 2025	Signs to be used around school to identity the use of individual rooms.
	Staff are welcoming and happy to invite parents and visitors into school.	Improve communication at the front door. Welcome signs in different languages.	Links on the school website to direct parents and visitors to local support networks. Links on the school website to London Borough of Barnet's Local Offer. Have school prospectus/ policies available in different languages.	Office staff	Updated regularly.	Pamphlets available online. Updated information on school website.

Section 3: Access Audit- Brunswick Park Primary

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Entrances to main build.	Doors to: Main office 6K 6F Year 6 corridor 5B 5H Staff room 4C Head/ deputy office 4RM Art room Kitchen Art room corridor	<ul style="list-style-type: none"> • All door areas clear and free from detritus. • All thresholds to have yellow marking / tape. Especially where not flat. 	Caretaker	Annually repainted where needed.
Entrances to reception build.	Main door Classroom doors to outside area Fire door from RN	<ul style="list-style-type: none"> • All door areas clear and free from detritus. • All thresholds to have yellow marking / tape. Especially where not flat. 	Caretaker	Annually repainted where needed.
Entrances to new build.	Doors: Two front fire doors 3 back fire doors	<ul style="list-style-type: none"> • All door areas clear and free from detritus. • All thresholds to have yellow marking 	Caretaker	Annually repainted where needed.

		/ tape. Especially where not flat.		
Entrances to studio.	Fire door	<ul style="list-style-type: none"> All door areas clear and free from detritus. All thresholds to have yellow marking / tape. Especially where not flat. 	Caretaker	Annually repainted where needed.
Entrances to nursery	Main door Back door	<ul style="list-style-type: none"> All door areas clear and free from detritus. All thresholds to have yellow marking / tape. Especially where not flat. 	Caretaker	Annually repainted where needed.
Number of storeys.	New build has steps	Steps to have yellow lines painted/ highlighted along each step.	Site manager	Annually repainted where needed.
Corridor access in mainbuild and newbuild	All corridors are not accessible for wheelchairs (upstairs) and wide enough for manoeuvre (main build)	<ul style="list-style-type: none"> Staff to have clear route to areas of the school, whilst not using the corridor adjacent to front office with wheelchair users. – Manoeuvring not possible, risk should there be a fire. 	SENDCo	Reviewed as required (Yearly for parental needs of stairs in new build).

		<ul style="list-style-type: none"> Children/ parents if wheelchair user to have a downstairs classroom, / 		
Clear signage in all buildings.	No clear signage in school, mixed methods of signage.	<p>Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.</p> <p>To be designed and positioned to inform those with visual impairment and wheelchair users.</p>	SENDCo	Ongoing to 2024 Autumn
Fire alarms.	<p>Only Auditory fire alarms in place.</p> <p>Fire alarms placed appropriately to ensure all can raise alarm – height.</p>	Ensure visual and auditory fire alarms are maintained and in working order in all areas of the school, starting with visual fire alarms in pupil toilets as this is only place where children not with a member of staff.	Site manager SLT	Ongoing to Autumn 2027
Fire doors and internal doors/ lockdown procedure	Wheelchair access to cross bar. Wheelchair access to dogging key (Invacuating procedure) Push doors – only one direction.	Dogging keys to be moved lower down for access. Or disabled visitors to receive a dogging key.	Caretaker / business manager	Ongoing to 2030

		Doors across all builds should be automatic, or pushable in both directions to ensure ease of access for those with mobility difficulties, physical disabilities and wheelchair users. (when each door is replaced)		
Emergency escape routes	Not clearly signposted across all buildings.	New, clear exit route map to be created. Using computer software in bold print. These should be displayed at differing heights with clear font, double spaced for those with VI.	Business manager / fire wardens.	Spring 26
Wheelchair accessible toilets	Current disabled toilets: Nursery building Front office area of main build New build	As and when required, accessible toilets to be placed in all school buildings. Toilets should remain clear from items for sanitary and hygiene Toilets should have a red cord alarm system, with red light outside should someone require assistance.	Business manager / Caretaker	Ongoing

Poles and hazards in playground	Poles in main playground not appropriately highlighted	All areas of uneven ground must have a yellow tape, or paint highlighting the uneven ground. All poles attached to the studio should have padding around them. At a minimum, highlighted through the use of tape.	Caretaker	Ongoing replacement as required.
Reception playground	Areas leading to the playground has steps.	Steps to have yellow lines painting along each step.	Site manager	Annually repainted where needed.

Section 3: Access Audit- Church Hill Primary

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Main entrance	Ramp and steps to front office and classroom areas	<ul style="list-style-type: none"> Steps require ongoing maintenance, uneven surface. Paint on edge of step requires refreshing. Ramp has a number of uneven paving stones to be repaired. Directly in front of office, flooring is uneven and a hazard 	Caretaker / business manager	Summer 2026

Entrances to main build.	Doors to: Main office Yr 1 Reception Yr 2 Reception playground KS1 playground The Nest Studio Year 3 and 4 corridor (x2) Year 3 Year 4 Studio and office to courtyard area	<ul style="list-style-type: none"> • All door areas clear and free from detritus. • All thresholds to have yellow marking / tape. Especially where not flat. 	Caretaker	Annually repainted where needed.
Entrances to year 5 and 6	Both doors. Both rooms have a step to enter and exit.	<ul style="list-style-type: none"> • All door areas clear and free from detritus. • All thresholds to have yellow marking / tape. Especially where not flat. • Ramp to enter classroom as required. 	Caretaker	Annually repainted where needed.
Entrances to nursery	Main door Back door	<ul style="list-style-type: none"> • All door areas clear and free from detritus. • All thresholds to have yellow marking 	Caretaker	Annually repainted where needed.

		/ tape. Especially where not flat.		
Classroom access in buildings	All doors to be checked that they are wide enough for wheelchair access. Entrance to classroom from playground narrow with tight bend.	<ul style="list-style-type: none"> Children/ parents if wheelchair user to enter and exit through main office where required. 	SENDCo	Reviewed as required (Yearly for child and parent needs)
Clear signage in all buildings.	No clear signage in school, mixed methods of signage.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENDCo	Ongoing to 2025 Autumn
Fire alarms.	Only Auditory fire alarms in place. Fire alarms placed appropriately to ensure all can raise alarm – height.	Ensure visual and auditory fire alarms are maintained and in working order in all areas of the school, starting with visual fire alarms in pupil toilets as this is only place where children not with a member of staff.	Site manager SLT	Ongoing to Autumn 2027

Fire doors and internal doors/ lockdown procedure	Wheelchair access to cross bar. Wheelchair access to dogging key (Invacuating procedure) Push doors – only one direction.	Dogging keys to be moved lower down for access. Doors across all builds should be automatic, or pushable in both directions to ensure ease of access for those with mobility difficulties, physical disabilities and wheelchair users. (when each door is replaced)	Caretaker / business manager	Ongoing to 2030
Emergency escape routes	Not clearly signposted across all buildings.	New, clear exit route map to be created. Using computer software in bold print. These should be displayed at differing heights with clear font, double spaced for those with VI.	Business manager / fire wardens.	Spring 26
Wheelchair accessible toilets / hoist and changing bed.	Current disabled toilets: KS1 corridor Used by SEND children / children requiring nappy changing	As and when required, accessible toilets to be placed in all school buildings. Toilets should remain clear from items for sanitary and hygiene. Toilets should have a red cord alarm system, with red light outside should	Business manager / Caretaker	Ongoing

		someone require assistance. Hoist to be regularly checked and maintained.		
Poles and hazards in playground	Poles in front reception and back reception playgrounds not appropriately highlighted.	All areas of uneven ground must have a yellow tape, or paint highlighting the uneven ground. All poles should have padding around them. At a minimum, highlighted through the use of tape.	Caretaker	Ongoing replacement as required.
Entering year 3 and 4 corridor from playground	Areas leading to the playground has steps.	Steps to have yellow lines painting along each step.	Site manager	Annually repainted where needed.