



Brompton-Westbrook Primary School

The Westbrook Trust

Head Teacher: Mrs S. Mason

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@BWPrimary

Accessibility Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Brompton-Westbrook Primary School Accessibility 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. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements, each document to be assessed against the Single Equality Scheme statements.
2. The Accessibility Plan is structured to complement and support the school's Single Equality Scheme, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are 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, moral, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Brompton-Westbrook Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipates the necessity to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

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- improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
 - The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
5. 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.
 6. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Single Equality Scheme Equality
 - Staff Development Policy
 - Health & Safety Policy
 - Special Educational Needs & Disability Policy
 - Behaviour Policy
 - Premises Development Plan
 - Asset Management Plan
 - School Prospectus
 - Aims, Vision and Values of the School
 7. The Accessibility Plan for physical accessibility will be carried out once every five years. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be commissioned by the school prior to the end of each plan, thus informing the next.
 8. Single Equality Scheme Impact Assessments will be undertaken as and when school policies are reviewed.
- The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
9. The school prospectus and website will make reference to this Accessibility Plan.
 10. The School's complaints procedure covers the Accessibility Plan.
 11. The Accessibility Plan will be published on the school website if required under the latest guidance on what schools should publish on their website.

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12. The Accessibility Plan will be monitored by governors and school leaders
13. The school will work in partnership with the Local Authority and other local schools, including special schools in developing and implementing this Accessibility Plan.
14. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT
The Pupil Premium funding is used appropriately to ensure that disadvantaged pupils have opportunities to maximise their achievements.	Identify the disadvantaged pupils in our school. Make sure that teachers are aware of these families. Ensure that appropriate support is in place for these pupils and their progress is monitored.	Disadvantaged pupils make appropriate progress in line with other pupils with similar starting points, and receive appropriate support for their learning and personal development.	Funding identified through budget setting. Ongoing monitoring of pupil progress.	Monitoring shows clear and effect use of the Pupil Premium Funding.
Training to identify specific learning difficulties and use appropriate teaching methods.	Staff attend training as appropriate to needs. External agencies involved where necessary.	Teachers are familiar with the criteria for identifying specific needs and how best to support these children.	Ongoing	Children with specific learning difficulties are successfully included in all aspects of school life
Extra-curricular activities and residential trips are planned to maximise the accessibility for all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing as new opportunities are added to the range of out-of-school activities offered.	Clubs/trips are well attended and there is a broad range of activities to select from.
Ensure children with an EHCP or at School/Specialist Support level have clear PLPs if required	PLP in place	PLP is in place and up to date for children with an EHCP or at School /Specialist Support level +	Reviewed termly	PLP's are in place to support the needs of individual children

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National Support School
designated by



Review support staff deployment	Ensure that support staff are appropriately trained and deployed to maximise pupil access to the curriculum	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities	Reviewed during professional meetings, target setting meetings, budget setting and structure for the new academic term/year.	Children who need individual adult support to participate in some activities have appropriate support.
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Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the school Travel Plan, Health & Safety Audits, Safeguarding audits and the premises development plan.

At the time of writing, there are no plans to extend the school. Should this need arise in the future we will work closely with the project managers and contractors to ensure that appropriate facilities are in place for physical access to the site, including during the building programme.

We will endeavour to keep parents informed of planned changes regarding accessibility to the site as any projects develop.

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Make available school prospectus, school newsletters and other information to parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	Statutory school information available to all. School information published on school website and updated regularly.	July 2019	Delivery of school information to parents and the local community is improved
Make available key school documents in a range of languages used in school	Review the key documents and explore the options for their translation	Key documents will be translated in a number of languages to include parents	December 2019	Key documents will have been translated

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		with English as an additional language		
Survey parents/ carers as to the quality of communication to seek their opinions as to how to improve	Send out survey to parents regarding quality of communication	School is more aware of the opinions of parents and acts on this	March 2019	Parental opinion is surveyed and action taken appropriately.

Equality Statement

The school has an Equality Scheme which is reviewed regularly. This policy has been scrutinised under this scheme and an evaluation is included at the end of the policy.

An initial impact assessment under the school's Single Equality Scheme has been carried out for this policy	
A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary
E	Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified. PLEASE NOTE: Selecting this assessments will necessitate the need for legal advice

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Author	Sue Mason
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