

Brentwood School and College

Accessibility Plan

Document Control	
Title	Accessibility Plan
Owner	Brentwood School and College
Date Reviewed	Spring 2026
Related Documents	Health and Safety Policy
Review	Spring 2027



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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 all students can participate in the curriculum
- Improve the physical environment of the school to enable all students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to all students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Brentwood's core values are to ensure the school is a friendly, safe and inclusive school, where student's needs are met to enable them to reach their full potential as valued members of the community.

Brentwood School is a purpose-built SEN school and therefore is fully accessible for all students to be able to learn in a safe environment and to access all necessary areas of the site. There are a variety of specialist areas within school and specialist equipment is available to meet the needs of the students.

Staff are appropriately trained in areas such as moving and handling, sensory provision and pool safety to ensure students have a safe and accessible building and curriculum. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Brentwood School works with a number of partner agencies in school to ensure students have the access they need.

Our professional partners include colleagues from:

- Physiotherapy
- Occupational
- Speech and Language Therapy
- Social Care
- School Nursing Service

Brentwood students regularly access the local community as part of the curriculum:

- By using local facilities such as the gym, shops and libraries
- Through community walks in the local area
- Through the use of adapted vehicles

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The plan will be made available online on the school website, and paper copies are available upon request.

The school website can be fully translated into other languages and we use Class DoJo to communicate regularly with the families and carers of students. Information on Class Dojo can be translated into different languages and accessed on smartphones and computers with accessibility functions.

Action plan – Review every 3 years

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Curriculum Accessibility	The current curriculum is designed and delivered to meet the needs of all students that attend Brentwood. All students have an broad and varied curriculum offer within their key stage. The curriculum is also delivered to meet individual learner needs: sensory, structured, independent and therapeutic approaches.	Further broaden the curriculum offer for those students with the most challenging behaviours – to access community activities and increase participation in community life to support achieving EHCP outcomes.	- Staffing levels to be reviewed and increase staffing levels where needed (particularly in Therapeutic Hub). Linked to increase funding bids to Trafford LA. - Use motivating experiences for those students, such as the accessing the minibus. - Complete necessary risk assessments and staff training to ensure community activities are delivered safely.	Jane Roberts Hayley Patterson Ian Hardman	Autumn 26
Physical Environment:	The new school extension was completed in September 25 and meets all necessary health and safety standards. Accessibility remains consistent throughout the whole building for all students to access a safe and secure site.	- Increase accessibility of outside spaces for PMLD students e.g. sun sail in sensory garden, planters/horticulture - Changes to 6th form outside area to ensure all Key Stage 5 students can have access to a broad range of horticulture activities.	- Costings: research and revise costings for both projects - Plans: design plans for both projects for Headteacher approval - Implementation.	Richard Heys Emma Taylor-Johnson Jemima Lawton	PMLD: Summer 26 6th Form area: Autumn 26

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Accessible Information:	Current school and college website are compliant with accessibility features. Transition information for new families designed on printed paper.	• Develop new websites and ensure all accessibility features remain: including translation options and VI options. • Create online versions on application forms and transition information that is suitable for accessibility features and translation.	• Work with website company to create a new school and college website. • Complete training and online learning about accessibility features. • Use Microsoft Forms and Microsoft Sway to develop online accessible information for new families.	Alison Carlill	Summer 26

4. Monitoring arrangements

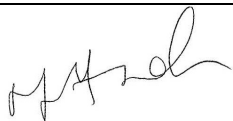
This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and reviewed annually in the Spring Resource committee.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication

**Confirmation the policy in respect of Brentwood School and College has been discussed
by the Governing Body**

Signed by Brentwood School:			
Chair of Governors:		Date:	25.03.26
Headteacher:		Date:	25.03.26
Agreed at the Governing Meeting on:	25.03.26	Minute Reference:	9