



Outcomes  
First Group

# Accessibility Policy

## Brick Lane School

# Document History

Version	Comments/ amendments	Name	Date
2	New branding and update process	JF	24/11/2025

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### 1.0 INTRODUCTION

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

### 2.0 VISION STATEMENT

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with Autism Spectrum Disorder and co-morbid conditions. At Hillingdon Grange School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

Document Type	Policy	Version Number	2
Policy Owner	Headteacher: Brick Lane School	Last Review Date	January 2026
Date First Issued	2024	Next Review Date	Every Three Years

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1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
  2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
  3. Improving information delivery to pupils with disabilities.

Outcomes First Group also recognizes its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace

### 3.0 DEFINITION

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You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### 4.0 DEVELOPMENT & REVIEW

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The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.

The plan will be on the school website and reviewed annually by the Senior Management Team to ensure it is effective.

## Section 2: Aims and objectives

Our aims are to:

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

Aim	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the communication curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	The school's curriculum is currently under review to ensure that pupils with more complex communication needs are accessing learning to the best of their ability. The school will use technology to enhance the curriculum offer.	The school will promote the use of AAC across all key stages to embed understanding of communication and developing the capacity of each individual to access the curriculum	Head teacher, therapy, teachers	June 2026

Improve the play facilities and sensory opportunities for the students	Add to the schools existing sensory facilities across the sites. Improve the play facilities with safe, challenging equipment to encourage learning and exploration	To redesign the outside play area to enhance opportunities for social communication and gross motor skills.	Designs of playground – pupils voice to be included where possible as well as staff. Quotes on playground.  Immersive and IT to resolve alignment issues. IT to support with access to materials. Include use of Immersive spaces in curriculum.	SLT, Clinical team, Site manager.	2027
		To resolve technical difficulties with the immersive room and develop the use of the space in line with the curriculum for students with immersive interactive experiences		SLT / IT	October 2026

<p>Improve the communication and signage on all sites, embedding AAC within the curriculum and activity</p>	<p>Use of timetables for pupils is established in some classes.</p>	<p>All students to be able to access transactional supports that are appropriate for their needs and are able to identify spaces through signs/transition points.</p>	<p>In line with AAC pupils to be assessed to see which transactional support are needed. Transition points to be placed around the school. AAC champions to be actively involved.</p>	<p>SLT / Clinical Team / AAD Chamion</p>	<p>In place since Sept 23  June 2026  Ongoing</p>
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**Section 3: Access audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	General staff team and facilities team	Ongoing
Corridor access	Corridors are kept clear at all times for general access	Weekly checks to ensure areas are safe and accessible.	SLT H&S Team	Ongoing
Entrances	Fobbed access system on main entrance, width of doors suitable for wheelchair access	Weekly checks.	SLT and H&S team	Ongoing
Parking bays	Disabled parking bay are clearly marked at the all the school sites. These should allow ease of access into the school buildings	Disabled parking signs to be placed in the car park.  Designated Disabled bays established at The Manor Site.	SLT and H&S team	Ongoing

Toilets	Toilets/ Disabled toilets maintained and repaired where required	Weekly checks to ensure areas are maintained, safe and accessible.	SLT and H&S team	Ongoing
Internal signage	Disabled toilets clearly marked	All stairs to be marked to ensure that accessibility is highlighted for everyone	SLT and H&S team	Ongoing

Emergency escape routes	Clearly marked emergency exit routes, as per fire evacuation plan for both sites.  PEEPs in place for those young people who require a specific plan for their accessibility needs when there is a fire alarm	Continue weekly alarm tests and scheduled fire drill practices for both sites  PEEPs held for all students both within the class and with the fire file	SLT and H&S team	Ongoing  Ongoing
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**Section 4: Improved the communication of written information**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school ensure that it thinks about the alternative methods of communication that it should convert its information into when it is produced and provide a number of means of communicating	The school will be able to provide written information in different formats when required for individual purposes as required	September 2024	Delivery of information to parents through ClassDojo, phone calls and email.
Make available school prospectus and other information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	September 2025	Delivery of school information to parents improving, reports have been adjusted to ensure it is more concise and easier to read.

<p>Ensure that parents and carers receive information from school in a format of their choice</p>	<p>Survey parents to gain information regarding their choice of format (paper or email communications)</p> <p>School to set up to have an electronic platform for communication which provides opportunities for parents to convert the language information is provided in and to provide an alternative method of obtaining information for parents which is more accessible.</p>	<p>Parents and carers will receive information in the medium of their choice</p> <p>Parents will have an electronic platform for ease of use to provide information about how their child is accessing education.</p>	<p>Summer 2025</p> <p>Use of DOJO 2023.</p> <p>Parent Portal on iSams to be used by September 2026</p>	<p>School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers</p>
<p>Ensure that all school communications use plain English</p>	<p>A member of SLT to check all communications to parents/carers before distribution</p>	<p>All communications will be easy to read and have clarity of purpose</p>		<p>Parents and carers will be clear as to purpose of communications</p>



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