

Accessibility Plan

Bonneygrove and Millbrook Primary School Federation



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| Subject: | Accessibility Plan |
| Approval date: | September 2025 |
| Review date: | September 2026 |
| Approved by: | Shen Hasekilerden (Chair of Governors) Jane Acreman (Vice Chair of Governors) |



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

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.

1. Improving the extent to which disabled pupils can participate in the **curriculum**

- We ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities
- Our classrooms are optimally organised for pupils with disabilities
- Our lessons provide opportunities for all pupils to achieve
- Our lessons are responsive to pupil diversity
- Lessons involve work to be done by individuals, pairs, groups and the whole class
- Pupils are encouraged to take part in music, drama and physical activities
- Staff recognise and allow for the additional time required by some pupils with disabilities who cannot engage in particular activities e.g. some sort of physical exercise in a PE lesson
- We provide access to computer technology appropriate for pupils with disabilities
- School visits are made accessible to all, irrespective of disability, including all residential trips
- We have high expectations for all pupils
- Staff seek to remove all barriers to learning and participation

2. Improving the **physical environment** to increase the extent to which disabled pupils can take advantage of education and associated services

- We are continuously working to improve our environment for the benefit of all pupils.
- All areas of the school are accessible to those pupils who need to use wheelchairs.
- Pathways of travel around the school site and parking arrangements are safe, logical and well-signed.
- Specific emergency and evacuation systems are in place for pupils with special educational needs and disabilities.
- The décor and signage in school is designed to be clear for those with visual impairments
- All areas of the school are well lit
- Specially adapted furniture has been purchased for those children with specific learning difficulties and disabilities.

3. Improving the delivery of **information** to disabled pupils, e.g. size of print or audio alternatives.

This is responded to through a circumstance-by-circumstance approach. The key issue being that pupils are not disadvantaged by the format of the communication being incompatible with their information needs. 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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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 | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|--|--|------------------------------|-----------------------------|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Training for all staff and governors on raising awareness on on-going disability issues as the need arises. • Raise children’s awareness of attitudes to disability through the curriculum including assemblies <p>Raise children’s awareness of attitudes to disability through the curriculum including assemblies</p> | <p>Staff able to identify areas of strength and development.</p> <p>Classrooms / other areas are organized to promote accessibility and independence of all pupils.</p> <p>To make sure they can access the curriculum and fulfill their full potential.</p> <p>Individual Education Plans to be written and reviewed termly.</p> <p>Curriculum is amended to suit the needs of all pupils</p> | SLT and class teachers | H Stevens | Ongoing | Increase in independence around the class and school. |
| | | | SLT to observe teaching and learning; monitor planning. | SLT | Ongoing | All abilities catered for through exemplary planning and teaching. |
| | | | H Stevens to track pupils using Insight and observations | H Stevens | Ongoing | Children make progress |
| | | | Targets to be reviewed and monitored. | H Stevens and class teachers | Ongoing | Children make progress against targets |
| | | | Resources are procured as and when needed | H Stevens | Ongoing | An inclusive curriculum provided |
| | | | | H Stevens | | |

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|---|--|--|---|------------------------------|-----------------------------|---|
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Door width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • Alternative access to playgrounds • Alternative access to classrooms | To enable the child to access all areas of the school. | Adapting to suit the needs of the child as and when they arise | SLT | Ongoing | Child can access all areas of school safely |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Amended resources i.e chunked text. • To make available written material in alternative formats as required. • Awareness of disabled visiting adults and parents into the school. | <p>School community aware of continual issues relating to access.</p> <p>Larger chairs and disabled spaces in the carpark.</p> | <p>Training booked when required.</p> <p>All staff to deliver awareness</p> | <p>H. Stevens</p> <p>SLT</p> | Ongoing | Parent, other adult feedback |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, the Head of School.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy