Accessibility plan

Approved by:	Mr C Markham	**Date:**	August 2025
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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.

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.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

We aim to ensure all our children have equitable access to the curriculum, fostering an inclusive and supportive learning environment for every child.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	• 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 • Inclusion team and SENCO work closely with external bodies to offer appropriate support • Staff teach in flexible groupings allow class collaboration • Highly collaborative approach with outside agencies and stakeholders • Use of assistive technology to allow access and engagement	Short term- Children's needs are identified and staff are aware Medium term- Children's progress is monitored Long term- Outcomes are inline with national expectation	Focus as defined in the SDP on those children who fall in the bottom 20% of expected outcomes.	Teaching staff via performance management	Twice yearly at review meetings.	Children are at age expected or above in external benchmarks.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Professional development of staff to develop opportunities to better meet the needs of children with disabilities					

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Ramps ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Playground equipment for all children to access ● Install hand rails ● Install automatic doors where possible ● Create sensory friendly environments ● Allow the use of sensory stimulations ● Where appropriate, individualised emergency evacuation plans fin place ● Reporting mechanisms in place using iAMs	All members of the Bligh community have access to the physical space and resources.	Estates manager to ensure that there is a manageable plan to ensure all areas of the school are accessible.	Estates manager	On going	The school site is complete accessible to all members of the Bligh community

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	• Internal signage • Large print resources • Braille • Chromebook translation • Pictorial or symbolic representations • Adaptive text • 1:1 Chromebooks set up to allow access to material • Parental engagement through inclusions team • Community engagement officer	Children (and their parents) have the resources they require to allow them to access to the whole school.	Children's needs are identified as quickly as possible and SBP are actioned to ensure that accessibility is maintained.	Inclusions lead	On going	Where possible, technology is used to overcome any barriers a stakeholder may have.