

Bleasby Church of England Primary School



Accessibility plan

Last Review date: January 2026
Next Review Date: January 2029

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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.

Our school vision, 'Achieving, Belonging and Caring as unique children of God in a changing and diverse world' applies to all members of our school community and deliberately emphasises **unique** and **diverse**. In this way we set out to celebrate our differences and cater for the different needs and strengths we have.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

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.

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 premise

3. Action plan

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

AIM – To increase access to the curriculum for pupils with a disability				
CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<ul style="list-style-type: none"> • Our curriculum is planned to be engaging and relevant to all children, celebrating diversity • Guidance is given for the adaptation of all subjects to meet the needs of all children. • There is good engagement in PE and extra curricular activities for children with disabilities 	<p>People with disabilities are well represented within the curriculum</p>	<p>Review 'significant people' and 'quality texts'</p>	<p>Curriculum Lead Reading Lead</p>	<p>June 26</p>
	<p>Strategies for adaptation in all subjects are effective.</p>	<p>Revisit guidance in subject documents and develop using SEND handbook.</p>	<p>SENCO Subject Leaders</p>	<p>July 26 And then each July</p>
	<p>Enough resources are available for all children to benefit the adaptations they need.</p>	<p>Request additional resources to support</p>	<p>Subject Leaders Class Teachers</p>	
	<p>Those teaching PE have a good understanding of barriers for individuals to different activities and these are addressed.</p>	<p>Pupil dialogues, lesson observations and review of planning</p>	<p>PE Leader</p>	<p>Sept 26</p>
		<p>Leader training</p>	<p>PE Leader and Coach</p>	<p>Sept 27</p>
		<p>Programme of training for teaching staff</p>	<p>PE Leader and Coach</p>	<p>Sept 28</p>
		<p>Purchase of additional resources</p>	<p>PE Leader</p>	<p>Sept 27</p>

AIM – To improve and maintain access to the physical environment

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<ul style="list-style-type: none"> • Single story building • Ramps enabling access to two exterior doors • Yellow paint on possible obstructions • Disabled toilet and changing room • Wide corridors 	Corridors remain clear of obstruction	Visual audit (possibly walking with pupils) Identified obstructions removed Reminder to all staff to keep walkways clear	SENCO & Gov All staff Head teacher	Feb 26 Ongoing
	Disabled toilet is an attractive and uncluttered space	Consult children using the space	SENCO & Gov	When next being used
		Purchase further storage space/review use of existing	Head teacher and Site Manager	Sept 27
		Repaint toilet	Site Manager	Sept 27
	Review outdoor surfaces and hazards	Walk with pupils to explore the space and identify hazards.	SENCO & Gov	March 26
		Create risk assessment and action plan for addressing hazards	Head teacher	March 26

AIM – To improve the delivery of information to pupils with a disability

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<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 • Equipment to visual access (l pad and additional screen) • Pictorial or symbolic representations – visual timetable • Simple Makaton • Repeated, simplified instruction 	<p>Makaton is used in more frequently in the school day.</p>	<p>Children with S&L difficulties have use of Makaton and signs and symbols around school made explicit to them.</p> <p>Children with S&L difficulties have intervention supporting them to use Makaton and signs and symbols.</p> <p>Training for second TA in Makaton and Signs and Symbols.</p> <p>Minimum expectation of Makaton to be used agreed with staff.</p>	<p>SENCO</p> <p>SENCO, class teachers, link Tas</p> <p>SENCO</p> <p>SENCO</p>	<p>Feb 26</p> <p>Feb 26</p> <p>Sept 26</p> <p>Sept 26</p>

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 SENCO, SEND link Governor and Head teacher

It will be approved by the local governing body

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy