



Accessibility Plan

This section should be completed following ratification of the Policy:

Committee Ratifying Policy:	Date of meeting: September 2025
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	Name	Signature	Date
Chair of Committee's Approval			
Chair of Governor's Approval			
Recommended Review Date:	September 2028		

Ownership

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced. The policy is issued by the Clerk to the Governors, to whom any change requests or queries should be directed by emailing admin@blisworth.northants.sch.uk

Version Control

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
V3	September 2025	Review and adaptations in line with policy updates including Safeguarding, SEND and Inclusion	Danielle Warren

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

Blisworth Community Primary 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. We are an inclusive school, celebrating diversity and differences which are embedded into our school values and curriculum.

In order for children with SEND to have high levels of physical and mental wellbeing, and be passionate about their learning, scaffolds and adaptations are made to their curriculum as necessary and are part of our quality first teaching. We use a graduated approach to supporting children; this always begins with the class teacher and is supported by the Special Educational Needs and Disabilities Co-Ordinator (SENDCO) in addition to a range of services and agencies. Our trained staff work together as a team to create ambitious targets for all children based on their individual strengths, needs and next steps. These are shared with the children and their carers regularly to support their progress. All staff know the importance of fostering confidence and independence in children who may find aspects of their learning harder than others; this is important for all learning and further life skills.

Blisworth Community Primary School works collaboratively with external agencies and offers a range of professional support for pupils; including the SENDCO, specialist teaching staff, external professionals such as Speech and Language Therapists, Education Psychologists, Specialist Teaching Team, Occupational Therapists and Child and Adolescent Mental Health Services (CAHMs), to provide the most suitable provision and interventions for children, based on their individual needs. We work alongside a range of services and aim to provide an integrated approach between the external agency, the child, the parents and carers, and school staff.

parents and carers is vital in supporting children to reach their potential.

We highly value the contribution that parents and carers make and believe that sharing information and having a joint approach is in the best interest of

the children. We encourage parents and carers to promote a positive attitude to school

Our aim is to remove barriers to learning and the school uses a wide range of strategies to foster a culture of lifelong learning.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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. The curriculum is reviewed to ensure it meets the needs of all pupils.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
School Policies and Practices						
To ensure that the intent within policies is implemented, reviewed and effectively.	Regular reviews of policy and swift adaptations taken place at least annually.	To ensure policies are reviewed regularly	Updates in line with Equality Act 2010 Updates inline with school development	SLT Headteacher Governors	Annually	All policies reviewed and revised to show commitment to equal opportunities. Equality is monitored to ensure highest standards
All Staff and Governors understand the expectations within policy and their duty under the Equality Act 2010	Policy is shared with all stakeholders and know their legal requirements.	Embedded within practice, support plans and policy.	Regular reviews and discussions within school and review meetings.	SLT Headteacher Governors	Annually	Staff understand their role in the implementation of policy

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School Policies and Practices						
There is a clear identification process and awareness of physical, sensory, medical and mental health needs of pupils	There is a clear identification process, beginning with transfer of information, obtaining records when pupils start school. Class teachers are trained to identify needs and are supported by the SENDCO to establish next steps.	<p>Arrangements made, when appropriate, to ensure access and inclusion of all pupils.</p> <p>Identified disabilities of all pupils given clear consideration in relation to implementation of school policies/practices.</p> <p>Provision meets the needs of all pupils</p>	Regular record reviews, observations, discussions and on-going implementation and reviews.	SENDCO Headteacher	On going	A clear record of pupils with any identified needs and adjustments in place
There is a clear identification process and awareness of physical, sensory, medical and mental health needs of staff	Arrangements made, when appropriate to ensure access and inclusion of all staff. Identified disabilities of all stakeholders given clear consideration in relation to implementation of school policies/practices.	Relevant staff and adaptations in place and reviewed with the headteacher.	Information obtained by staff upon induction and regular wellbeing support offered including signposting.	School Business Manger Headteacher	On going	Identification of staff, needs with a clear plan and access arrangements in place – including a risk assessment where applicable.

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Developing Access to the physical environment and online						
Improve and maintain access to the physical environment	Access to the school for all users is maintained at the optimum level considering the age and layout of the building	To ensure that all regular users of the school can access relevant areas easily	Ensure that access is to appropriate areas of the school is clear and that no obstructions are placed in circulation areas	SLT	Ongoing	Regular users of the school can access all necessary areas without impediment
<p>The environment is adapted to the needs of pupils as required.</p> <p>Requests and Support from the Local Authority is acted upon to further develop specific adaptations expected of the physical school building, to</p>	Specific children have specific equipment and seating arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in September to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Create a pupil profile for staff to refer to.	SLT	Ongoing	Staff have relevant knowledge of children in their class and can adjust needs according to the pupil profile
	Where possible, resources etc. are available at wheelchair height	To ensure that all resources are accessible to wheelchair users	Library shelves at wheelchair-accessible height Pupil resources in classrooms stored at low level	SLT	Ongoing	Any pupils using wheelchairs can access resources as needed

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Developing Access to the physical environment and online						
maximize accessibility where required.	Maintain safe access for visually impaired users Accessibility parking space available on school site.	To ensure that visually impaired users of the school can safely access the site	Regular checks on outside lighting Walkways kept clear of obstructions High visibility stripes painted on steps	SLT	Ongoing	Access for visually impaired users is safe and free of obstructions
School will accommodate and act on specialist advice and recommendations to meet any needs, where possible and within reasonable adjustments	Implementation of support is in place in classrooms and record keeping shows that information can be successfully shared. School asks for a shared dialogue to discuss adaptations to ensure that recommendations can be met or alternative actions can be implemented.	To ensure that staff are trained to use equipment or implement recommendations effectively	Staff training, specific to any individual needs by either SENDCO, OT or wider, specialist agencies.	SLT	On going	Staff confident in the delivery of specialist advice or information including specific equipment where relevant.
Improve the delivery of information to pupils with additional needs or a disability	Staff are welcoming and happy to invite parents and visitors into school Accessibility arrangements on the school website.	To improve communication with users of the school including Alternative means of communication will be used as and when necessary, including:	Maximize use of a range of communication channels, including social media, to ensure that all users can access information Establish a library of	SLT	Ongoing	School is able to communicate effectively with users, and users feel well informed of events in

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Developing Access to the physical environment and online						
		<ul style="list-style-type: none"> • Internal signage • Large print resources • Braille or alternatives • Induction loops Pictorial or symbolic	links to local support organisations/groups for parents to access as and when needed explore alternative means of communication, including additional languages, induction loops etc. as and when			

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Increasing Access to the Curriculum						
Ensure that a range of support increases accessibility within the school's curriculum – including an adaptive curriculum, differentiation and the implementation of intended support to remove barriers within teaching and learning.	Blisworth Primary School intends to implement an adaptive and differentiated curriculum for children of all abilities and uses specific resources to ensure that all pupils are able to access the curriculum fully.	Training for specific staff including medical (diabetes, ASD, Allergies etc...)	Ongoing training to support new staff as pupils move through school. Annual epipen and diabetes refreshers	SLT Headteacher	Ongoing	Staff who are first-aid trained feel confident to administer medication etc... as required and are able to do so effectively
	All staff are aware of strengths, areas of needs, provision adjustments and individual pupil targets through SEND Support Plans	All information is shared with the relevant individuals	Information is regularly reviewed, shared with families, children and staff and passed on to relevant staff during periods of transition.	SLT SENDCO	Ongoing – termly reviews and annual handover	All individuals working with pupils have the relevant information to support their progress
	A range of sporting activities are available to allow all pupils to be involved in competitions	To increase the range of inclusive sport available in school – see sports premium offer for further details	Implementation of sports premium plan and inclusive PE curriculum.	SLT Sports Leaderships Team		Resources available in school and staff able to use them with children

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Increasing Access to the Curriculum						
	Curriculum progress is tracked for all pupils, including those with a disability.	To ensure that all pupils make at least expected progress	Regular reviews of the school tracking system and actions taken in line with this.	SLT	Ongoing	All pupils make at least expected progress and interventions are planned and delivered effectively
	Targets are set effectively and are appropriate for pupils with additional needs.	To identify any pupils who are in danger of not making expected progress and implementing interventions accordingly	Regular tracking and pupil progress meetings ensure that all pupils' progress is monitored	SLT Class Teachers	On going	Termly updates in line with the graduated approach.
	Quality first teaching is the first wave of an accessible curriculum and is always reviewed as the first approach prior to the intent and implementation of individual support plans and curriculum adjustments. Often, provision that is considered good practice for a pupil can be shared with the whole class and be embedded as part of classroom practice – e.g. a visual timetable, total communication etc.	To ensure that individual needs are met through whole-class provision as often as possible to ensure that inclusive approaches are effective for all and benefit not only individual needs but whole-class or small group support.	Staff implement actions as part of the following provision adjustments; quality first teaching, targeted and individual provision. References to The Ranges where relevant.	SLT Class Teachers SENDCO	On going	Termly updates in line with the graduated approach.

4. Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be approved by the senior leadership team and the governing body.

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
- Supporting pupils with medical conditions policy