



ACCESSIBILITY PLAN 2026–2029

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Version History		
Version	Date	Notes/ changes
1	June 2010	Creation
2	June 2013	Amendments
3	July 2016	Amendments
4	Oct 2016	New format – Matthew Graham
5	June 2019	Amendments
6	Sep 2023	New format – Eve Hubert
7	Oct 2026	New format; plan reviewed and streamlined. Detailed accessibility audit removed from the published plan, with actions reduced to key priorities for 2026–2029.

1. Introduction and Aims

Birch Copse Primary School is committed to providing an inclusive and accessible environment in which all pupils can participate fully in school life.

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

This plan sets out the steps Birch Copse Primary School will take over the period 2026–2029 to continue to improve accessibility.

The school recognises that accessibility is not limited to physical access. Barriers may also arise through teaching and learning, communication, information, the sensory environment, school routines and participation in wider school activities.

The school will consider the individual needs of pupils and will make reasonable adjustments where required. The school will also consider accessibility when planning new provision, purchasing resources and making changes to the school environment.

The Accessibility Plan should be read alongside the school's:

- Equality Statement and Objectives;
- SEN Information Report;
- SEND Policy;
- Supporting Pupils with Medical Conditions Policy; and
- relevant health and safety and emergency evacuation procedures.

2. Legislation and Guidance

This Accessibility Plan has been prepared with regard to the Equality Act 2010, including Schedule 10, and relevant Department for Education guidance.

Birch Copse Primary School recognises its responsibilities to prevent disabled pupils from being placed at a substantial disadvantage and to consider appropriate reasonable adjustments.

The school will also have regard to relevant guidance concerning accessibility and inclusive education environments.

3. Accessibility Plan 2026 – 2029

Aim 1: Increase access to the curriculum for disabled pupils			
Action	Responsibility	Timescale	Success Criteria
Review the accessibility of teaching, learning resources and classroom practice where pupils have identified barriers to participation.	SENCO / SLT	Ongoing	Barriers are identified and appropriate adjustments are implemented.
Ensure reasonable adjustments are considered for assessment, including statutory and school-based assessments.	SENCO / Assessment Lead	Ongoing	Pupils are able to access assessment activities appropriately.
Ensure educational visits, PE, sporting activities, clubs and enrichment opportunities consider accessibility requirements in advance.	Staff / Visit Leaders	Ongoing	Disabled pupils are able to participate in school activities wherever reasonably practicable.

Provide staff with relevant information, advice or training where a pupil's disability creates a particular barrier to learning or participation.	SENCO / SLT	As required	Staff are appropriately informed and able to support pupils effectively.
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Aim 2: Improve and maintain access to the physical environment			
Action	Responsibility	Timescale	Success Criteria
Maintain accessible routes, entrances, toilets and other facilities and address any barriers identified through regular review.	SBM/ Caretaker	Ongoing	The school environment remains accessible and identified barriers are addressed.
Review external access arrangements, including the approach to the main entrance, and prioritise any outstanding improvements.	SBM/ Headteacher	2026–27	Identified barriers to physical access are addressed or an appropriate alternative arrangement is put in place.
Review the accessibility of classrooms and shared spaces when individual pupil needs change or new pupils with disabilities join the school.	SENCO/ SBM	Ongoing	Appropriate environmental adjustments are made promptly.
Ensure emergency evacuation arrangements take account of the needs of disabled pupils, staff and visitors.	SBM/ SLT	Annual	Appropriate emergency evacuation arrangements are in place and reviewed.

Aim 3: Improve the accessibility of information			
Action	Responsibility	Timescale	Success Criteria
Ensure school information can be provided in an appropriate accessible format where required.	SLT / Office	Ongoing	Disabled pupils are able to access relevant school information.
Consider accessibility when producing school communications, including printed and digital information.	SLT / Office	Ongoing	School communications are accessible and barriers are identified and addressed.
Consider accessibility when purchasing or reviewing digital learning resources and online services.	SLT / SBM	Ongoing	Digital resources do not create avoidable barriers for disabled pupils.
Where specialist communication support is required, seek appropriate advice or support from the Local Authority or other relevant professionals.	SENCO / SLT	As required	Appropriate communication arrangements are put in place.