



BRIGSHAW
LEARNING PARTNERSHIP

Accessibility Plan

Swillington Primary School

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



The Brigshaw Learning Partnership is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, Registered Company Number 10301662, whose registered office is at The Brigshaw Learning Partnership, Brigshaw High School, Allerton Bywater, Castleford WF10 2HR

Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**



Document Controls

Policy Document:	Accessibility Plan: Swillington Primary School
Legislation/Category: Academy Schools	Legally required
Lead Staff Member:	Catherine Atkinson SENDco
Approved by:	CEO
Date Approved:	September 2026
Revision Date:	June 2029
Review Frequency:	Tri-annually

Version	Date	Author	Changes
1.0	Sep 23	Trust Central Services	BLP Format and content review
2.0	Sep 2026	Catherine Atkinson	BLP Format and content review



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Brigshaw Learning Partnership Values

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high-quality alternative. This means that we aim for life changing personal and academic outcomes, with no child left behind. We aim for an aspirational culture built upon love, structure and high expectations for all.

Our schools chose to join in a stronger partnership, which would provide an equal measure of both challenge and support, and ensure schools continue to improve whilst remaining committed to our core values:

Equality: We are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio-economic status. We work with each other and for each other.

Resilience: We give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.

Integrity: We are open about our successes and areas for growth and take responsibility to become better, every day.

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. All of our schools within the BLP adopt the same policies and plans and work together to ensure that we are all compliant and provide the best opportunities for all of our pupils.

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 including pupils, parents, staff and governors of the school.



1. Aims

Schools are required under the [Equality Act 2010](#) to have an accessibility plan.

Our school aims to treat all its pupils fairly and with respect. By achieving the objectives below, the school is promoting equality of opportunity, positive attitudes towards those with disability and eliminating discrimination.

Accessibility Plan objectives:

- Increase the extent to which all pupils, including those with SEND (Special Educational Needs and Disabilities), can participate in the curriculum. This covers teaching & learning and the wider curriculum of the school e.g., participation in after school clubs, activities and visits; it also covers the provision of specialist aids and equipment which may assist students with disability in accessing the curriculum
- Improve the physical environment of the school to enable all pupils, including those with SEND, to take better advantage of education, benefits, facilities and services provided by the school
- Improve the availability of accessible information to all pupils, including those with SEND

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.

[The Children and Families Act 2014](#) places a duty on maintained schools to support pupils with medical conditions. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

The National Curriculum Inclusion Statement confirms that teachers should set high expectations for every pupil, whatever their prior life.

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.

This policy complies with our funding agreement and articles of association. The Headteacher, Senior Management Team and executive team will review the financial implications of the School Accessibility Plan as part of the normal budget review process.



3. Action plan

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

Objective 1: Increase access to the curriculum for pupils with a disability			
Current good practice Include established practice and practice under development	Objectives for Improvement State short, medium and long-term objectives	Actions to be taken	Monitoring of Plans
Explain your school's approach here. Examples: • 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	Ensure all extra-curricular activities are accessible to all children • Maintain staff awareness of Autism and how to ensure all teaching and classroom environments are Autistic friendly e.g. Through the use of Widgit • Develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly • Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through trade d services. Continued provision to 'buy in' to traded services. • Ensure all classrooms have updated visual timetables • Purchase SEN friendly resources to enhance access to the curriculum, IEP delivery and behaviour management	Ensure all extra-curricular activities are accessible to all children – continue to monitor as activities change but currently all activities are accessible to all children. • Maintain staff awareness of Autism and how to ensure all teaching and classroom environments are Autistic friendly e.g. Through the use of widgits and visual timetables • Develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly- staff training from SENIT Setting Support ongoing from September 2025 to July 2026 to support low stimulating classroom. Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. Ensure that DAHIT recommendations are in place Ensure that VI recommendations	Plan to be monitored by Head of School, SENDCo and school staff • Governors

		have been followed	
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		Continued provision to 'buy in' to traded services. - to continue with this, to ensure all pupils needs are being met • Ensure all classrooms have updated visual timetables- continue to monitor each year	
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Objective 2: Improve and maintain access to the physical environment

Current good practice Include established practice and practice under development	Objectives for Improvement State short, medium and long-term objectives	Actions to be taken	Monitoring of Plans
The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	Ensure all areas of the playground including staging and outdoor classroom areas are accessible to all pupils • Ensure corridors and hub areas are free from obstruction • Provide suitable equipment for toileting adapted to individual needs • Provide suitable seating and tables for individual needs • Allergy Lead appointed to ensure that health care plans are in place	Ensure all areas of the playground including staging and outdoor classroom areas are accessible to all pupils - all accessible, but this will continue to be monitored throughout the next 3 years. • Ensure corridors and hub areas are free from obstruction - continue to monitor over the period. • Provide suitable equipment for toileting adapted to individual needs – Current pupils needs are met with the equipment we have in school but we need to install a nappy bin into Foundation 1 for the removal of nappies. Dedicated medical room, fully compliant for DDE purposes including shower and hoist. • Provide suitable seating and tables for individual needs - Current pupils needs are met with the equipment we have in school. Ensure this continues if pupils' needs change or new pupils start school.	Plan to be monitored by Head of School, SENDCo and school staff - SLT Allergy Lead • Site manager • Premises health and safety committees • Governors



Objective 3: Improve the delivery of information to pupils, staff, parents/carers and visitors

Current good practice Include established practice and practice under development	Objectives for Improvement State short, medium and long-term objectives	Actions to be taken	Monitoring of Plans
Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Ensure the school website is updated and information is easily accessible (technician support) • Increase communication using text, email and social media e.g. Instagram • Develop systems of communication and feedback through a parent forum • Ensure all homework is differentiated and clearly communicated clearly • Increase parent awareness of the Early Help Plan process as an opportunity to support vulnerable children and families.	Ensure the school website is updated and information is easily accessible (technician support)- on going • Increase communication using text, email and social media e.g. Instagram and Facebook during the year. • Develop systems of communication and feedback through a parent forum-on- going • Ensure all homework is differentiated and clearly communicated – on-going	Plan to be monitored by Head of School, SENDCo and school staff • Governors



4. Links with other policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Public Sector Equality Duty: Equality information and objectives statement for publication
- Special Educational Needs and Disability (SEND) Information Report
- SEND Policy
- Supporting Pupils With Medical Needs Policy
- Supporting Pupils With Medical Needs Who Cannot Attend School Policy