BRIGSHAW
LEARNING PARTNERSHIP

Accessibility Plan 2026-2029

Monitoring and Review of this Document:

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

Document Controls

Policy Document:	Accessibility Plan Primary School - Swillington Primary School
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Brigshaw Learning Partnership Values

Our mission is to provide a cradle to career education that allows our children to achieve, thrive and make a difference. This means that we aim for coherence in our curriculum and in our relationships with families, and life changing personal and academic outcomes.

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.

The plan will be made available online on the school website.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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 with the Senior Management Team, together with the Finance Committee 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**
Our school provides an adapted and inclusive curriculum that is regularly reviewed to ensure it remains inclusive, accessible and responsive to the diverse individual needs of all pupils. The progress and attainment of all pupils, including those with disabilities, are carefully monitored and tracked to ensure that appropriate support, resources and interventions are provided where required.	• Continue to develop and embed a range of resources and strategies designed to remove barriers to learning and enable all pupils to access the curriculum effectively. • Ensure that appropriate concentration, sensory and regulation resources are available consistently across all classrooms, with personalised resources provided for pupils who require additional or targeted support. • Maintain and further strengthen high levels of pupil engagement during lessons through effective differentiation, appropriate adaptations, and responsive teaching approaches. • Ensure provision is carefully planned, monitored and reviewed to meet the individual needs of pupils experiencing barriers to learning, while ensuring that	• Conduct regular environmental audits across the school to identify potential barriers to learning and inclusion, with clear feedback and recommendations provided to staff to support ongoing improvements. • Develop individual classroom resource packs containing a range of appropriate concentration, sensory and regulation resources. Provide staff training on the purpose and appropriate use of these resources, including the development of clear expectations or a 'contract of use' to support their effective and consistent implementation. • Provide refresher training on adaptive teaching and the Inclusive Mainstream practice approach for existing staff,	• **SEND and Trust forums:** Attend termly SENDCO and Trust forums, to share practice and identify development priorities. **Success criteria:** Regular attendance; actions identified and implemented; effective practice shared across the school. • **Partnership working:** Hold half-termly meetings with the Brigshaw Learning Partnership and local academies to share good practice and strengthen provision. **Success criteria:** Meetings held as planned; agreed actions completed; evidence of shared practice. • **Curriculum review:** Use the SEND Curriculum Review Tool regularly to evaluate curriculum accessibility and inclusion. **Success criteria:** Reviews completed; identified actions addressed; improved accessibility evidenced.

Relevant pupils have appropriate SEND Learning Plans, Individual Health Care Plans and Risk Assessments, regularly reviewed with pupils, families, staff and professionals to ensure provision and targets remain responsive to individual needs. We adopt a mastery approach to learning, with teaching carefully structured and scaffolded to support all learners. Content is introduced in manageable, sequential chunks, with a strong emphasis on clear, explicit explanations. Visual resources and representations are used effectively to reinforce understanding, support processing and enable children to make meaningful connections within their learning. Curriculum resources and materials include positive and authentic representations of people with disabilities, promoting diversity, inclusion and a broad understanding of individual experiences and achievements.	adaptations do not unnecessarily narrow their curriculum entitlement. ● Ensure equality of access and participation for all pupils in curriculum enrichment opportunities, including educational visits, after-school clubs and wider school activities. ● To ensure that children with visual impairments have equitable and full access to learning resources, curriculum materials and the school environment through appropriate adaptations and accessible provision.	with targeted induction and training for new staff to ensure consistent understanding and implementation across the school. ● Implement targeted deliberate-practice sessions focusing on specific aspects of inclusive practice identified through coaching, lesson observations, monitoring and professional dialogue. ● Regularly refresh staff knowledge and understanding of effective ADHD strategies and approaches, ensuring that practice remains consistent and responsive to pupils' individual needs. ● Regularly revisit staff training on effective approaches for supporting pupils with autism, with a focus on practical strategies that promote engagement, communication, regulation and access to learning. ● Bi-weekly Teaching Assistant training, informed by the BLP principles for codifying the effective deployment and use of Teaching Assistants, with a clear focus on aligning practice with wider whole-school priorities. ● Monitor intervention timetables termly to evaluate their impact and ensure that interventions are appropriately	● **Learning Walks:** Undertake termly SEND-focused learning walks and book looks, including observations of SEND Learning Plans and Pupil Profiles in practice, to evaluate the effectiveness of adaptations, pupil engagement, participation and the quality of work produced. Ensure that every book look includes at least one SEND pupil's book. ● **Success criteria:** Individual needs and agreed adaptations are consistently reflected in classroom practice; pupils with SEND demonstrate positive engagement and participation in lessons; work in books demonstrates appropriate progress, challenge and support; and monitoring identifies clear evidence of the impact of SEND provision. ● **Governance:** Provide regular SEND reports to Governors on provision, progress, outcomes and priorities. **Success criteria**: Governors receive timely reports and provide effective challenge and oversight. ● **Data analysis:** Strengthen analysis of SEND attainment and progress through regular reviews with key staff. **Success criteria:** Trends and barriers identified promptly; targeted actions lead to improved outcomes.

Our Brigshaw Trust Guidance and Support Team provides pastoral and wellbeing support through Family Support Workers and specialist counsellors. We work closely with Children's Social Work Services and other external agencies to provide coordinated support for pupils and families where needed.		targeted, with feedback and adjustments made where required. ● Ensure all staff have a clear understanding of their responsibility to include every pupil, with a particular focus on removing barriers to participation for pupils with SEND. ● Maintain close liaison with, and access to specialist advice and training from, the Visual Impairment (VI) Team. ● Provide annual refresher training for relevant staff on inclusive practice when supporting children with visual impairments, including the appropriate adaptation and modification of visual resources to ensure accessibility.	

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 school environment is adapted to meet the individual needs of pupils with SEND, ensuring that appropriate adjustments and support are provided where required. For pupils with physical disabilities, we work to ensure that they are able to access their learning and participate fully in all aspects of school life within an inclusive mainstream environment alongside their peers. The school provides and appropriately uses Madita chairs where required, in accordance with Occupational Therapy (OT) recommendations, to support children's physical needs and access to learning. The school has begun to introduce and utilise designated sensory zones and areas to support children in regulating their sensory needs and maintaining engagement in learning.	• To ensure that pupils with high sensory needs have their individual needs identified, understood and appropriately supported through suitable environmental adaptations and provision. • To ensure that pupils with physical needs and disabilities are taught in accessible classrooms that provide sufficient space for safe and independent movement and access to learning. • To ensure children with visual impairments have equitable and full access to all learning resources, curriculum materials and school environments through appropriate adaptations, accessibility measures and targeted support.	• Undertake an audit of pupils' sensory needs, where appropriate, to identify individual requirements and inform targeted provision and support. • Introduce personalised sensory breaks and designated sensory spaces for pupils who require them, ensuring that provision is appropriate to individual needs. • Develop a small, low-arousal sensory/intervention room provides a calm and accessible space for pupils requiring sensory regulation, targeted intervention or support.	• **Leadership oversight:** The Headteacher, Assistant Headteacher for Inclusion, SENDCO, relevant staff, Site Manager, Premises and Health & Safety Committees, and Governors will monitor implementation and impact. • **Staff training:** Review training completion annually and identify further needs. **Success criteria:** Relevant staff complete required training and identified gaps are addressed. • **Educational visits**: Provide annual Evolve training and regularly audit visit risk assessments and planning. **Success criteria:** Staff use Evolve consistently and documentation meets required standards. • **Pupil voice:** Gather feedback following reward events and educational visits to evaluate accessibility and inclusion. **Success criteria**: Pupil feedback demonstrates positive experiences, with identified improvements implemented.

The school provides low-arousal spaces for children with higher sensory needs, enabling them to access appropriate regulation strategies and return to learning when ready.		• Use Widgit resources in identified areas and for specific resources to support communication, understanding and accessibility. • Conduct regular audits of classroom spaces to ensure they are accessible and enable safe, independent movement for children using wheelchairs, walking frames and other mobility aids. • Make appropriate adjustments to the layout and arrangement of furniture to maintain clear, accessible pathways and meet individual mobility needs. • Identify and purchase additional specialist equipment, such as cups for the bottom of the chairs, in line with recommendations and advice from Physiotherapy and Occupational Therapy professionals. • Maintain close liaison with, and access to specialist advice and training from, the Visual Impairment (VI) Team. - Habilitation specialists. • Undertake an annual environmental audit as part of the Autumn support visit to identify and address any barriers to accessibility for children with visual impairments.	

		• Provide annual refresher training for relevant staff on inclusive practice when supporting children with visual impairments, including the appropriate adaptation and modification of visual resources in the classroom environment to ensure accessibility.	

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 accessible communication methods, including clear signage, large-print resources, pictorial and symbolic formats, newsletters and social media. Within lessons, careful and deliberate consideration is given to how learning is presented and delivered to ensure that resources are accessible and support a range of learning needs. Dyslexia-friendly fonts, layouts and presentation styles are used consistently within lesson materials. Slides and on-screen resources contain limited, clearly presented information to reduce cognitive overload and support processing.	• To ensure that all staff consistently create inclusive, accessible and supportive learning environments that enable all pupils to participate, engage and make progress. • To ensure that teaching and learning is carefully planned and adapted to meet the diverse needs of all pupils, promoting accessibility, participation and the long-term retention of knowledge and skills. • To ensure that the school website is regularly reviewed and updated, with key information presented clearly and in accessible formats for pupils, parents and carers. • To strengthen the use of social media and digital communication platforms to improve engagement with parents, carers and the wider school community.	• Revisit and embed whole-school approaches to dyslexia-friendly practice, ensuring that classroom strategies and resources consistently support pupils with literacy difficulties. • Strengthen the use of dual coding to support pupils' understanding, processing and retention of key knowledge and concepts. • Further embed a mastery approach to learning, including effective management of cognitive load, retrieval practice, repetition and overlearning to support long-term retention. • Develop staff practice in the use of clear, concise and efficient instructional language, ensuring that teacher explanations and directions are accessible and support pupil independence. • Provide staff training on the effective use of Widgit resources to support visual communication, comprehension and accessibility across the curriculum.	• **Leadership and governance:** The Headteacher, Inclusion Lead, SENDCO, relevant staff, Site Manager, Committees and Governors will monitor implementation and impact. • **Stakeholder feedback**: Regularly collect and analyse feedback to evaluate communication and provision. **Success criteria:** Feedback shows improved accessibility and effectiveness, with identified actions implemented. • **SEND Surgeries:** Hold regular surgeries for pupils, parents and carers to raise concerns, seek advice and contribute feedback. **Success criteria**: Regular participation; concerns addressed promptly; feedback informs improvements. • **Continuous improvement:** Use feedback and SEND Surgery outcomes to inform priorities and development. **Success criteria**: Clear actions are identified, monitored and reflected in ongoing SEND and accessibility improvements.

Classroom displays are purposeful and uncluttered, with a focus on key vocabulary, diagrams and essential information. A range of adaptations is readily available to support individual needs, including coloured paper, coloured overlays and enlarged print. Staff consistently prioritise the clarity and accessibility of spoken instructions and information as part of the universal offer. Lessons are carefully structured to support understanding through: Presenting information in small, manageable chunks. Using clear visual examples and models to reinforce explanations. Providing opportunities for overlearning and consolidation. Regularly revisiting and reviewing previously taught knowledge. Sharing word banks to explicitly support vocabulary development and access to learning.		• Conduct an audit of classroom environments to evaluate whether they are purposeful, accessible and conducive to learning, identifying and reducing unnecessary visual or sensory distractions. • Use coaching and professional development throughout the year to reinforce and monitor the consistent implementation of these inclusive teaching approaches. • Work collaboratively with staff to develop the effective planning and delivery of lessons across the wider curriculum, with a particular focus on clear instruction, appropriate scaffolding and efficient use of learning time. • Provide targeted Autism and ADHD training for new staff to develop understanding of neurodiversity and ensure appropriate classroom strategies and support are embedded from the outset. • Regularly revisit key aspects of Autism and ADHD training through professional development sessions, briefings and staff updates, ensuring that knowledge remains current and approaches are consistently applied across the school.	

		• Bi-weekly Teaching Assistant training, informed by the BLP principles for codifying the effective deployment and use of Teaching Assistants, with a clear focus on aligning practice with wider whole-school priorities. • Regularly review the school website and develop Padlet to provide accessible, self-service information and resources for parents and carers.	
Our school offers additional support to meet the needs of young carers and their families. This includes: Strong pupil and family welfare support: Emotional support is provided to children through the Pupil Welfare Manager, with additional support available to parents and carers. Early identification and relationship-building: Early Years home visits and pre-start parent/child visits provide opportunities to build positive relationships with families, understand individual circumstances, and identify any support needs at an early stage. Family-centred approach: Staff work closely with parents and carers to provide appropriate	• Strengthen Young Carer identification, referral and monitoring to ensure needs are recognised and assessed early; this includes those involved in sibling care. • Increase staff awareness of Young Carers and the impact of caring responsibilities on attendance, attainment, wellbeing and participation. • Ensure that young carers are fully supported to access and participate in school life without disadvantage arising from their caring responsibilities or wider family circumstances. • Strengthen partnership working with families to identify and address barriers at an early stage, ensuring that parents and carers feel supported by school and are able to access appropriate guidance, resources and services where needed.	• Provide staff training to recognise the impact and less visible signs of caring responsibilities and identify pupils needing support. • Continue to use Early Years home visits and pre-start parent/child visits to build positive relationships with families, understand individual circumstances and identify any additional support needs at an early stage. • Continue to provide targeted emotional and pastoral support for pupils through the Pupil Welfare Manager, including regular check-ins and additional Thrive sessions where required. • Continue to offer parent/carer support meetings with the Pupil Welfare Manager to identify and address barriers faced by families. Where appropriate, facilitate referrals to	• **Leadership and governance:** The Headteacher, Deputy Headteacher, Inclusion Lead, SENDCO, Cluster Team, relevant staff and Governors will monitor Young Carer provision and impact. • **Regular monitoring**: Review identification, attendance, pastoral support and outcomes to ensure provision remains responsive. **Success criteria**: Young Carers are identified promptly, attendance and wellbeing are monitored, support is appropriate, and agreed actions lead to improved outcomes. • **Continuous improvement:** Use monitoring information to identify and implement further actions. **Success criteria:** Actions are completed and provision is adapted effectively in response to identified needs.

guidance, reassurance and support, helping to promote children's wellbeing and readiness for school.		Cluster support, Early Help or other relevant services. ● Strengthen signposting to external support by providing information and links through the school Padlet and website, including relevant charities and organisations that support young carers and their families. ● Provide flexibility around drop-off and collection arrangements where appropriate, in order to respond to individual family circumstances and reduce barriers to attendance and engagement. ● Provide access to paid holiday club places through BLP to support families who may experience additional childcare pressures during school holidays. ● Provide free before- and after-school wraparound care, where appropriate, to support families experiencing particular pressures at challenging times during the week and help reduce barriers to attendance and participation.	

4.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 and disability (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Supporting pupils with medical conditions unable to access school policy