BRIGSHAW
LEARNING PARTNERSHIP

Accessibility Plan 2026-2029

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.

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Document Controls

Policy Document:	Accessibility Plan Primary/Secondary School -Kippax North
Legislation/Category: **Academy Schools**	**Legally required**
Lead Staff Member:	Hayley Keyl SENDCO
Approved by:	The Trust Board
Date Approved:	

Version	Date	Author	Changes
1.0	Sept 23	Director of SEND	BLP Format and annual update
2.0	Sept 26	Director of SEND	Annual update addition Support for Young Carers

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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 offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. All relevant pupils have Learning Plans, Care Plans and Risk Assessments that are regularly reviewed with the pupils, staff,	Resources to overcome barriers to children accessing learning introduced. Concentration tools in each classroom and some specifically for children that need them. Engagement of all children in lesson is high. To ensure provisions are carefully planned to meet the needs of children with barriers to learning and do not unnecessarily narrow their curriculum. To ensure equality of access to any curriculum trips and after school clubs/activities continues	Audit of environments Feedback to staff with suggestions for improvements Restock concentration tools Create “boxes”/Packs for each classroom and deliver training to introduce the purpose of the toys and how to create a “contract of use” Revisit training on scaffolding Deliberate practice sessions on individual elements of inclusion as brought up in coaching/observations.	Termly attendance at SENCO COP. Half termly network meetings within the Brigshaw Learning Partnership Termly use of the learning walk proforma Observations of SEND Learning plans/Pupil Profiles in action showing adaptations to learning for individuals. Observe the quality of student, engagement in lessons and quality of work in books. All book looks to include 1 SEND book SEND Reports to governors.

parents and relevant professionals. Targets are set effectively and are appropriate for pupils with additional needs. Interventions are used appropriately to help children make progress in targeted areas and skills. The curriculum is reviewed to make sure it meets the needs of all pupils. The Bridge provides a personalised and adapted curriculum for pupils with a range of complex needs We have an established Brigshaw Trust Guidance Support Team including Family support workers, counsellors who specialise in working with children and Children's Social Work Services There is use of structured breaks that include brain breaks, movement breaks, sensory breaks and regulation breaks.	Further training on AAC devices Children who access The Bridge have the opportunity to take part in areas of the curriculum (things they enjoy and can access) with their year group class	Regularly revisit training on ADHD strategies and approaches Regularly revisit training on ASD strategies and approaches Training for specific needs of pupils as they arise. Monitoring of intervention timetables termly with feedback as required. Consistent message about the timetabling of interventions to ensure a broad and balanced curriculum in staff meetings, briefings etc. Staff made aware of their duties to include ALL children Support for staff planning activities/trips in how to include children with SEND.	Whole school SEND review - Spring Review and Support Enhanced data analysis for pupils with SEND and meetings with key staff.

Blue paper for a child with diagnosed Irlen's syndrome Medical plans in place to allow all children to attend school safely. Regular staff training around specific disabilities such as epilepsy. Multiple children in school with AAC devices. Consistent visuals across school Effective communications with nurseries and schools to provide a quality transition.			

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. T	To ensure children with high sensory needs are catered for and their needs are met. To ensure that children with physical	Audit of sensory needs of children where appropriate. Introduce sensory areas/breaks for specific learners to access.	Plan to be monitored by: ● Head teacher, SENDCO and school staff ● Site manager ● Premises health and safety committees ● Governors Review the number of staff trained annually.

For pupils with Physical disabilities we support children with SEND to access their learning and school life in an inclusive mainstream environment, alongside their peers. Our school building provides excellent facilities for children with additional needs. The school building has full disabled access enabling all pupils to attend mainstream lessons and there are disabled toilet facilities and private changing facilities.	needs/disabilities are taught in a classroom where they have free movement and access. Ensure all out-of-school activities and rewards events are planned effectively and in advance to ensure the participation of the whole range of pupils including those with a physical disability. Ensure care suite changing facilities are reviewed regularly for the individual needs of children. Consider access to the back playground in the event of a child needing to use a wheelchair should the need arise. To ensure that PEEPs are up to date and staff have access	Development of a small low arousal/sensory/ intervention room on the KS2 corridor Develop The Bridge to ensure that it is catering towards all sensory needs of the children who access it. Use of BSL Widgit symbols visual symbols for specific areas/resources Purchase of additional resources to develop the physical provision for a child in The Bridge – this will be led by a physio or OT.	Annual training for Evolve and regular audits of risk assessments and plans for school trips. Pupil voice and review following reward events and trips. Fire drills.

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 A clean and tidy environment with low visual disturbance.	To ensure all staff create inclusive learning environments. To ensure all staff deliver learning specifically planned to be accessible to all and promote long term retention of knowledge and skills. Ensure the school website is updated and information is easily accessible. Increase communication using social media. Key messages shared on Dojo Review all current school publications and promote the availability in different formats for those that require it. Develop a communication strategy Ensure all homework is adapted and clearly communicated clearly.	Revisit - Dyslexia friendly working Dual Coding Mastery approach – cognitive load, overlearning Staff instruction – simple, concise, efficient language Audit classroom environments – do they support learning? Distract from learning? Coaching to focus on these elements throughout the year Work with staff on efficient instruction/delivery of lessons in wider curriculum Training for new staff on Autism and ADHD Revisit this training with staff in DP/Briefings regularly	Instructional coaching – SLT and TLR teachers Plan to be monitored by: ● Head teacher, SENDCO and school staff ● Site manager ● Premises health and safety committees ● Governors Stakeholder feedback SEND Surgeries

	Investigate additional specialist equipment/software to support pupils with dyslexia and other literacy difficulties to access the curriculum independently.		
Home learning offer for pupils with EBSA - safeguarding check ins, TTRS, Literacy Penguins **At the beginning of a new year vulnerable pupils are invited in to meet their new teachers and see their new classroom when it is quiet.** **Offer additional support to meet the needs of young carers and their families** **Add anything else your school offers here, e.g.:** **Home visits for parents' evenings**			

Change Note: schools must now evidence how they meet the needs of young carers and their parents.

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