

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.

Document Controls

Policy Document:	Accessibility Plan Secondary School -Brigshaw High School
Legislation/Category: Academy Schools	Legally required
Lead Staff Member:	Director of SEND BLP
Approved by:	The Trust Board
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1.0	Sept 23	Director of SEND	BLP Format and annual update
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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 and interventions are provided where required.	● Strengthen staff expertise in adaptive teaching and supporting pupils with complex SEND, embedding inclusive practice across the school. ● Establish clear entry and exit criteria for the Flexible Learning Group to support appropriate mainstream access and reintegration. ● Increase Level 2 qualification outcomes for pupils in the Flexible Learning Group, aligned with individual needs and aspirations.	● Regularly audit staff training needs, provide relevant SEND training and share Inclusion expertise across the school. ● Embed inclusive practice within all leadership learning walks and quality assurance processes ● Provide regular SEND updates through Middle Leadership Team meetings to share effective practice and maintain Inclusion as a strategic priority.	● SEND and Trust forums: Attend termly SENDCO and Trust forums, including CST, 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.

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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. The Flexible Learning Group provides a personalised and adapted curriculum for pupils with complex needs. The Transition Group supports pupils facing emotional, social or academic challenges when moving to secondary education, helping them build the skills and confidence to succeed in high school.	● Expand SEMH interventions to develop emotional regulation, resilience and self-management, supporting the ambition to become a MindMate-friendly school. ● Increase reading and literacy intervention through a coordinated approach between Inclusion and English teams, improving consistency, progression and outcomes. ● Increase targeted numeracy and Speech, Language and Communication provision to improve outcomes and reduce the disadvantage gap.	● Review the Flexible Learning Group curriculum with subject leaders to ensure it remains challenging, personalised and aligned with pupils' needs and pathways. ● Strengthen SEMH provision through the Mental Health Lead, Local Authority Service Level Agreement and Healthy Schools action planning tool. ● Embed Motional to improve SEMH provision mapping, monitoring and evaluation, ensuring interventions are targeted and measurable and responsive to individual need. ● Expand the Learning Support Unit to increase capacity and provide targeted academic, social, emotional and pastoral interventions.	● 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. ● Learning walks: Undertake termly SEND-focused learning walks, including reviews of SEND Learning Plans and Pupil Profiles, to evaluate teaching, engagement and participation. Success criteria: Individual needs consistently reflected in classroom practice; positive evidence of pupil engagement and progress. ● SEMH provision: Review SEMH provision termly using tracking and monitoring data to evaluate intervention impact. Success criteria: Interventions demonstrate measurable impact; identified gaps inform further development.
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Accessibility Plan



The Inclusion Team has extensive expertise and specialist staff that are trained in supporting pupils with SEND, including physical disabilities, Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC), hearing impairments and visual impairments. Specially trained staff deliver tailored one-to-one and small-group interventions to support pupils with dyslexia and literacy difficulties, using programmes such as Active Literacy Kit, Lexonic and Toe by Toe. Staff are trained in JCQ regulations and exam access arrangements, ensuring pupils are appropriately identified, assessed and supported with the reasonable adjustments to which they are entitled.			● 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. ● Quality assurance: Complete internal and external SEND quality assurance to evaluate consistency and identify improvement priorities. Success criteria: Strengths and development areas identified, with actions monitored to completion. ● 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.
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Accessibility Plan



Our on-site alternative provision, Empower, supports small groups of pupils with targeted SEMH provision. At Key Stage 3, flexible groupings are regularly reviewed and adapted to meet individual needs and promote positive 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.			● Leadership development: Participate in the Ambition Institute's Leading Trust Improvement SEND programme to strengthen leadership and strategic provision. Success criteria: Programme completed; learning informs SEND strategy and measurable school improvement.
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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
As a Resourced Provision for pupils with physical disabilities, we enable pupils with SEND to access education and wider school life alongside their peers in an inclusive mainstream environment, with specialist resources, facilities and staff expertise tailored to individual needs.	● Increase staff training in the safe use of ramps and equipment to support pupils with physical disabilities during extracurricular activities. ● Increase staff first aid training, including epilepsy and diabetes, to strengthen the response to pupils' medical needs. ● Improve site accessibility for pupils with visual impairments through clearer signage, contrast, lighting and hazard identification. ● Enhance break and lunchtime provision with alternative spaces and structured	● Commission specialist training to strengthen staff capacity to support pupils with physical disabilities, medical needs and accessibility requirements. ● Review Evolve and increase staff training to ensure consistent planning and approval of educational visits. ● Share Visually Impaired Team recommendations with relevant staff and conduct regular accessibility walks to identify and address site barriers.	● 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.

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Our accessible facilities include lifts, ramps and accessible toilets on both floors, supporting access to lessons and key areas of the school. Three dedicated Care Suites provide specialist equipment and facilities to meet pupils' individual care and personal needs. Our specialist Care Team supports pupils with physical disabilities, medical and care needs, working closely with therapists and other professionals to deliver personalised programmes that promote mobility, flexibility, strength and wellbeing. The team works closely with families, staff and external professionals to ensure care is safe, coordinated and responsive to changing needs.	opportunities for pupils who find busy communal areas overwhelming. ● Provide an accessible, comfortable and socially inclusive dining space for pupils with physical disabilities. ● Ensure library shelving is wheelchair-accessible, enabling pupils to independently access resources.	● Review break and lunchtime provision to ensure it is inclusive, accessible and responsive to pupil needs. ● Review and reorganise library resources to ensure independent access for all pupils. ● Use the Access Hub to quality assure site accessibility and inform improvements.	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.
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Accessibility Plan



Objective 3 : <i>Improve the delivery of information to pupils, staff, parents/carers and visitors</i>			
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.	- Regularly review and update the school website to ensure information is clear, accessible and easy to navigate. - Strengthen parent communication through coordinated use of text, email, social media and digital platforms.	- Regularly review the school website and develop Padlet to provide accessible, self-service information and resources for parents and carers. - Embed Arbor for homework recording and communication through a clear, consistently implemented homework policy.	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

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Relevant pupils have SEND Learning Plans, Care Plans and Risk Assessments, regularly reviewed with pupils, families, staff and external professionals. Appropriate examination access arrangements are provided where required. Parents and carers receive regular updates through newsletters, Brigshaw Cares communications, safeguarding updates, Arbor Apps, achievement and attendance communications, letters and other school updates. Key staff oversee social media to ensure information is accurate and timely. The school also participates in Trust Communities of Practice and network meetings to share effective practice and promote consistent approaches to communication and inclusion.	● Review publications and provide alternative formats where required to meet individual needs. ● Develop a parent forum to strengthen two-way communication, feedback and involvement in school improvement. ● Ensure homework is appropriately adapted and communicated clearly through accessible platforms. ● Expand the use of assistive technology to promote pupils' independence, participation and access to learning. ● Increase parent and carer engagement with the Arbor App through guidance and support. ● Strengthen feedback following key school events and use findings to inform ongoing improvements.	● Evaluate and implement specialist equipment, assistive technology and software to support pupils with dyslexia and literacy difficulties. ● Provide support at key school events to help parents and carers use the Arbor App effectively. ● Gather parent and carer feedback through accessible electronic and paper questionnaires, using findings to improve communication and provision.	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.
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Our school provides targeted pastoral support for young carers and their families. A dedicated pastoral team, including non-teaching Heads of Year, provides personalised support, advocacy and liaison with families. Weekly intervention meetings identify pupils needing additional support and coordinate appropriate actions. The pastoral and Inclusion Teams work with external agencies where appropriate to ensure young carers are identified early, supported effectively and able to engage fully in school life.	● Strengthen Young Carer identification, referral and monitoring to ensure needs are recognised and assessed early. ● Increase staff awareness of Young Carers and the impact of caring responsibilities on attendance, attainment, wellbeing and participation. ● Provide individual reasonable adjustments, including flexibility with homework, deadlines and study spaces, to reduce barriers to learning. ● Clearly identify Young Carers within daily absence monitoring to strengthen oversight and address emerging attendance concerns early. ● Ensure Young Carers are identified within DSL monitoring to enable regular check-ins, timely pastoral support and responsive provision as needs change.	● Raise awareness of Young Carers through assemblies, PSHE and admissions processes, with clear signposting to support. ● Provide staff training to recognise the impact and less visible signs of caring responsibilities and identify pupils needing support. ● Appoint a Young Carers Champion as a trusted contact to coordinate support and liaise with staff and external agencies.	● 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.
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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