



BRIGSHAW
LEARNING PARTNERSHIP

Accessibility Plan

Allerton Bywater 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.



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



Document Controls

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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
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● To improve quality first teaching of foundation subjects to enable all to access a broad and balanced curriculum. ● To ensure all classrooms are inclusive and teachers are demonstrating an inclusive teaching pedagogy. ● To improve teacher knowledge, understanding and skills in adaptations and scaffolding. ● Ensure all staff have high expectations for all pupils ● To use Edukey to track progress and attainment with more rigour for pupils with SEND 	<p>Training and ongoing CPD on inclusive practice</p> <p>Half termly learning walks to monitor provision</p> <p>Termly reviews of interventions, learning plans and assessment data</p> <p>Alternative methods of recording to be used appropriately. Use of laptops and software to be made available.</p>	<p>Termly reviews of all provision with action plans to support</p>



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
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none">● Ramps● Elevators● Corridor width● Disabled parking bays● Disabled toilets and changing facilities● Library shelves at wheelchair-accessible height	<ul style="list-style-type: none">● To ensure there is disabled access to all areas of the school when required.	<p>Regular reviews of disabled access to the school buildings</p> <p>Ensure parking bays and disabled toilets available for use</p> <p>Facilities eg library shelves, light switches etc are at wheelchair accessible height where possible</p>	<p>Headteacher, SENCO and facilities manager to complete regular reviews of site.</p>



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
<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none">● Internal signage● Large print resources● Communication Aids● Use of laptops/pads● Induction loops?● Pictorial or symbolic representations	<p>To ensure communication in school is fit for all pupils and staff</p>	<p>Review signage around school to ensure it is appropriate.</p> <p>Use of visual timetables in all classes</p> <p>Visuals to support in class</p> <p>Large print resources/braille used where required</p> <p>Regular Dojo posts and messages to parents</p> <p>SEND open mornings</p> <p>Regular meeting with parents to include their voice in next steps</p>	<p>SENDCO termly</p>



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