BRIGSHAW
LEARNING PARTNERSHIP

Accessibility Plan 2026-2029

Monitoring and Review of this Document:

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

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 Allerton Bywater Primary School
Legislation/Category: **Academy Schools**	**Legally required**
Lead Staff Member:	Ruth Thomas (SENDCO)
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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

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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. 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	• 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 provision is carefully planned, monitored and reviewed to meet the individual needs of pupils experiencing barriers to learning, while ensuring that adaptations do not unnecessarily narrow their curriculum entitlement. • Ensure feedback is accessible, meaningful and impactful, enabling pupils to understand their next steps and apply feedback effectively to improve their learning. • Maintain and further strengthen high levels of pupil engagement during lessons through effective differentiation,	• 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. • Provide refresher training on adaptive teaching and the Inclusive Mainstream practice approach for existing staff, with targeted induction and training for new staff to ensure consistent understanding and implementation across the school. • 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.	• **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.

and targets remain responsive to individual needs. The Inclusion Team has a broad range of experience and expertise in supporting pupils with Special Educational Needs and Disabilities (SEND). Our specialist staff have received training to support pupils with a range of needs, including Speech, Language and Communication difficulties, Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), and visual impairments. We are committed to providing tailored support that enables all pupils to access learning, develop their confidence and achieve their full potential.	appropriate adaptations, and responsive teaching approaches. ● Ensure equality of access and participation for all pupils in curriculum enrichment opportunities, including educational visits, after-school clubs and wider school activities. ● Increase targeted numeracy and Speech, Language and Communication provision to improve outcomes and reduce the disadvantage gap.	● Embed pupil and parent/carer voice within review processes, ensuring that individual needs, strengths and barriers are understood, reflected in planning and acted upon effectively. ● Provide ongoing, targeted CPD on adaptive and inclusive teaching, alongside training in specific areas of need where relevant, including visual impairment (VI), communication, sensory regulation and assistive technology. ● Review and refine feedback approaches, including verbal, visual, written, recorded and supported formats, to ensure feedback is accessible, understood by pupils and provides meaningful opportunities for them to respond and act on next steps. ● Utilise alternative recording methods, appropriate technology and specialist resources, including laptops and supportive software, where these effectively reduce barriers and enable pupils to demonstrate their learning and progress. ● Ensure reasonable adjustments are explicitly considered when planning educational visits and enrichment activities.	● **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 per class. ● **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. ● **Visit documentation/EVC monitoring:** Regularly review educational visit documentation and EVC

Our team of specially trained staff deliver and develop a range of targeted intervention programmes to support students with dyslexia and other literacy difficulties. Interventions are tailored to meet individual needs and may be delivered on a one-to-one basis or in small groups. Programmes may include the use of resources such as The Active Literacy Kit, Nessy and Toe by Toe. We also have an onsite Thrive Practitioner who provides targeted Social, Emotional and Mental Health (SEMH) support. They work with students both individually and in small groups, helping them to develop the skills, confidence and emotional resilience needed to engage positively with learning and school life. 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		• Ensure reasonable adjustments are explicitly considered when planning educational visits and enrichment activities.	processes to ensure accessibility, reasonable adjustments and inclusive participation are considered. • **Success criteria:** Documentation reviewed; reasonable adjustments clearly evidenced; barriers identified and addressed to support full participation.

support for pupils and families where needed.			

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**
Ensure the physical environment is appropriately adapted to meet pupils' individual access and mobility needs. Existing provision includes ramps, lifts, appropriate corridor widths, accessible parking bays, accessible toilet and changing facilities, and wheelchair-accessible classrooms. Site accessibility is reviewed proactively as pupils' needs arise, with reasonable adaptations made where required to ensure safe, equitable and independent access to the school environment.	• Increase the number of staff trained in first aid, including specific training in the management of epilepsy and diabetes, to strengthen the school's capacity to respond safely and effectively to pupils' medical needs. • Increase the number of staff trained to complete IPRAs and BIPRAs, ensuring that appropriate risk assessments are undertaken and regularly reviewed to support pupils' safety, access and inclusion. • Improve site accessibility and hazard visibility for pupils with visual impairments, including reviewing and addressing potential hazards such as the steps located close to the Year 6 building. • Ensure emergency pull cords in all accessible toilets are present, accessible	• Commission specialist training to strengthen staff capacity to support pupils with physical disabilities, medical needs and accessibility requirements. • Share Visually Impaired Team recommendations with relevant staff and conduct regular accessibility walks to identify and address site barriers. • Maintain close liaison with, and access to specialist advice and training from, the Visual Impairment (VI) Team/ DAHIT. • Undertake an annual environmental audit as part of support visit to identify and address any barriers to accessibility for children with visual impairments.	• **Leadership oversight:** The Headteacher, DHTs, 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.

	and fully operational, with any gaps or faults identified and addressed promptly. ● Enhance break and lunchtime arrangements for pupils who may find particular areas overwhelming, providing appropriate adaptations, alternative spaces and support to promote regulation, wellbeing and successful participation. ● Review and improve access pathways to the new two-year-old provision and Reception classrooms, ensuring that new facilities incorporate appropriate ramps, accessible routes and wheelchair-friendly environments. ● Review classroom lighting and blinds, ensuring that lighting levels, glare and visibility of boards and displays are appropriate to meet the needs of pupils with visual impairments. ● Ensure access to calm spaces within or close to classrooms, enabling pupils with ASC or ADHD who require movement, regulation or brain breaks to access an appropriate environment that supports their engagement and readiness to learn.	● Review break and lunchtime activities, spaces and staffing arrangements to ensure they effectively meet pupils' needs and promote safe, inclusive and positive participation. ● Maintain clear and accessible routes, designated parking bays and accessible toilet facilities, ensuring they remain available and fit for their intended use at all times. ● Include accessibility as an explicit consideration within any refurbishment, furniture purchase or development of the school estate. ● Review emergency evacuation arrangements/PEEPs for any pupil, staff member or visitor who may need assistance. ● 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.	

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.	• 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. • Review publications and provide alternative formats where required to meet individual needs.	• Regularly review the school website and develop Padlet to provide accessible, self-service information and resources for parents and carers. • Gather parent and carer feedback through accessible electronic and paper questionnaires, using findings to improve communication and provision.	• **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.

All relevant pupils have SEND Learning Plans, Care Plans and Risk Assessments that are regularly reviewed with the pupils, staff, parents and relevant professionals. SEND coffee mornings and parent/carer review meetings are established as effective opportunities for meaningful engagement, communication and partnership with families, and are developed and utilised responsively to meet identified needs.	• Improve the information and signposting provided to parents and carers regarding relevant local services and support available through the Leeds Local Offer, ensuring information is accessible, clear and regularly updated.		• **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. • **Communication calendar review:** Regularly review the school communication calendar to ensure information is timely, accessible and shared in a range of appropriate formats. • **Success criteria:** Calendar reviewed regularly; communication needs identified and addressed; key information accessible to all families.
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.	• 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	• 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.	• **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.

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 guidance, reassurance and support, helping to promote children's wellbeing and readiness for school.	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.	● 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 Pastoral Manager to identify and address barriers faced by families. Where appropriate, facilitate referrals to 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.	● **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. ● **Club, trip, residential participation audit:** Monitor usage and participation for young carers and identify patterns or barriers to engagement. **Success criteria:** Usage monitored regularly; participation patterns identified; barriers addressed; improved access and engagement evidenced.

		• 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.	

5.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