



Disability and Accessibility Policy and Plan 2025 - 2028

September 2025

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Accessibility Policy and Accessibility Plan

Bleakhouse Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies to remove or minimize any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The purpose of the Plan

The purpose of this plan is to show how Bleakhouse Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that schools cannot unlawfully "discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

OUR COMMITMENT TO INCLUSION

Bleakhouse Primary School recognizes that disabled students are made up of the following groups: physical, medical, sensory, communication difficulties, pupils with social and emotional needs and those with learning difficulties.

- Our school is non-discriminatory towards disabled students and endeavours to provide equal access and opportunity to the curriculum.
- We equally value and encourage all children.
- We foster positive attitudes towards disability within our community.
- Bleakhouse Primary School is a safe and creative environment: a happy, positive, vibrant and forward-thinking community where each child and adult is valued and able to learn, play and achieve.
- The school's desire is to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of our community and our school values. In addition to this, the school

places equal importance on ensuring that no student's education and progress is impaired by the disability of another student.

- To facilitate the needs of SEND children entering school, the SENDCO liaises with appropriate outside agencies, parents and previous educational providers to ensure that the children's needs can be addressed on admission.
- The school ensures that money allocated through Local Authority funding for SEND children is used for their benefit, to provide resources and support. There are on-going systems within the school to identify pupils who may need extra support. Through liaising with outside agencies, the authority is asked for suitable financial support for those pupils.

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equal Opportunities Policy and the SEND Policy, both of which can be accessed via our website.
2. Bleakhouse Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the 'Equality Act 2010' regarding disability and to developing a culture of inclusion, support and awareness within the school.
3. Bleakhouse Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, online communication and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the 'Equality Act 2010.'

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: Behaviour Policy, Equality Opportunities Policy, Health & Safety Policy, SEND Policy and the School Improvement Plan.

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body.

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Increase the extent to which disabled pupils can participate in the school's curriculum								
QUALITY OF EDUCATION SPECIFIC OBJECTIVE	RATIONALE: Why is this a priority?	ACTIVITIES (What needs to be done?)	LEAD	END TIME	SUCCESS CRITERIA	METHOD OF MONITORING Who/When/How?	STAFF DEVELOPMENT RESOURCES AND FINANCE	IMPACT
Individual children provided with the learning resources they require to access the curriculum such as Now and Next Boards, visual timetables, Total Communication Approach	Resources deployed to support individual children ensures they are able to access the curriculum and make progress in their learning. Increasing accessibility to SALT recommendations on.	Resources purchased/ created as identified by staff and external agencies. Staff trained in the use of a Total Communication Approach	SENDco Class Teachers	Ongoing	Individual children access the resources they need. Staff confident to introduce and use Total Communication Approach with individual children.	Observation by SENDco Observation by External Agencies such as SALT Discussions with individual children – what makes it easier for them to learn?	Training to use identified resources as required Children who require them have access to range of physical resources including wobble cushions, weighted blankets, pencil grips	Stakeholder Voice

To provide staff training to increase curriculum access to all pupils including SEND	Skills Audit has identified areas for development in knowledge and skills of Teaching Assistants Staff to be upskilled in range of interventions and programmes	Bespoke CPD through OLIP offer In school CPD Programme based on staff needs analysis.	SENDco SLT	July 2026	Individual children access the learning support to improve outcomes from starting points.	Observation by SENDco Observation by External Agencies such as SALT Discussions with individual children – what makes it easier for them to learn? Training Evaluation form. Staff Voice Quality Assurance	Skills Audits completed annually Improve CPD and training links with OLIP School CPD programme based on staff and pupil needs.	Staff are confident and empowered to deliver curriculum to meet need. Skills Audit Progress of learners.
To ensure participation of all pupils in out of school activities to ensure where reasonable participation of all pupils.	Increase in children attending after school provision Enhancement of wider curriculum opportunities for all.	Risk Assessments completed and updated Reasonable adjustments made to meet need Resources bought as required Increase in staffing/ratios as required,	SENDco SLT All staff	Ongoing	Individual children access all learning opportunities to improve outcomes from starting points.	Evolve guidelines followed and monitored by EVC SENDCO monitoring provision Pupil Voice Parent feedback	Access to school trips. Educational visits, school programmes e.g. swimming Risk assessment is in place on school trips Use of sports premium and pupil premium funding if needed to ensure inclusivity in bikeability, Parents are invited to attend extracurricular activities and trips	Children are included in all learning opportunities

Improve the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities provided or altered by the school.

QUALITY OF EDUCATION SPECIFIC OBJECTIVE	RATIONALE: Why is this a priority?	ACTIVITIES (What needs to be done?)	LEAD	END TIME	SUCCESS CRITERIA	METHOD OF MONITORING Who/When/How?	STAFF DEVELOPMENT RESOURCES AND FINANCE	IMPACT
To create easy access to all areas of the school site for all pupils/adults including visitors	Consider needs of disabled pupils /parents and visitors to school when planning any alterations to school site. Make reasonable adjustments where needed e.g. making suitable rooms, furniture available for meetings. Staff will ask any visitors if they have any additional needs before meetings are booked.	Act upon external agency advice when received.	Site Manager Caretaker from Pell Fricshmann SBM Headteacher	Ongoing	Access to school site for all	Monitored through annual visitors from external agencies.	X3 disabled parking bays available on school site. All visitor to make staff aware of additional needs. All visitors with additional needs make prior arrangements before visiting site to ensure accessibility. School to bid for funding for electronic gates to develop independence for all accessing site. Accessible toilets available in both buildings. Portable ramps used to access classrooms with steps. Accessible wash facilities to support intimate care and personal hygiene for pupils who require it.	Stakeholder Voice Designated Accessible parking space. Safe and secure access to site. All visitors regardless of need access site and retain dignity.

							School to bid for funding for new Magnetic locks to improve security of school site for vulnerable learners for fire doors. Site manager to cost.	
Maintain access for visually impaired	Consider needs of visually impaired pupils /parents and visitors to school when planning any alterations to school site. Make reasonable adjustments where needed e.g. making suitable rooms, furniture available for meetings. Staff will ask any visitors if they have any additional needs before meetings are booked.	Act upon external agency advice when received.	Site Manager Caretaker from Pell Frishmenn SBM Headteacher	On going	Access to School Site	Observation by SENDco Observation by External Agencies (Sensory) Discussions with individual children – what makes it easier for them to learn?	Evaluate signage around school with a more uniform and consistent approach. Consider neon paint for push button to alert staff. Hazard strip identified and in place on steps to classrooms.	Stakeholder Voice

Create safe space to enable all pupils to regulate their physical, emotional and sensory needs.	To support with dysregulation in pupils. To support risk assessments and dysregulation of learners.	Act upon external agency advice when received.	All Staff SENDco External Agencies OT CAT team EP	End of Spring Term 2026	Children access the required resources. Children develop strategies to calm down Fewer behaviour/dysregulated incidents.	Observation by SENDco Observation by External Agencies Discussions with individual children – what makes it easier for them to learn?	Sites in school identified to create a regulation space. Alternative enhanced provision space for learners Identified space for sensory regulation Staff training as required to deliver sensory programme	Stakeholder Voice
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Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

QUALITY OF EDUCATION SPECIFIC OBJECTIVE	RATIONALE: Why is this a priority?	ACTIVITIES (What needs to be done?)	LEAD	END TIME	SUCCESS CRITERIA	METHOD OF MONITORING Who/When/How?	STAFF DEVELOPMENT RESOURCES AND FINANCE	IMPACT
To promote good mental health and wellbeing to all pupils including SEND to ensure an equitable access to the curriculum.	Increase in children displaying anxiety in transitioning to school Increase in children with trauma backgrounds.	Monitoring of children and ensuring personalised learning approach to address need.	SENDco FSW	Ongoing	Attendance increasing (including persistent absentees) and number of children who are late reducing	Boxhall Profiles, Leuvan Scales Family support work (social and emotional groups)	Whole school Trauma informed training and emotion coaching Support parents with NHS referrals to NHS (CAMHS)	Children are happy to come to school Transition handovers are improved. Children make accelerated progress from starting points.

Information for parents/carers to be clear and accessible for all	All groups e.g. EAL, cannot access information	Discussions with individuals regarding their specific needs.	SBM Headteacher Office staff	Ongoing	All stakeholders access the required information. Parents/carers ware of school events Parents/carers aware of school curriculum	Different Voices Parent Voice Parent Questionnaires	Google translate available EAL drop-in Friday afternoon Ensure that information in newsletters and information letters is in clear print, translated where necessary and easily understandable.	Parents/carers feel that communication is effective
Information on the school website is accessible for all	All groups e.g. EAL cannot access information	Discussions with individuals regarding the specific needs.	SBM Headteacher Office staff	Ongoing	All stakeholders access the required information. Parents/carers aware of school events Parents/carers aware of school curriculum	Different Voices Parent Voice Parent Questionnaires	Ensure the school website is fully compliant with requirement for access by person with visual impairment, text can be translated for information on the website.	Parents/carers feel that communication is effective
School is aware of the variety of languages represented by pupils/staff/families in school.	All groups e.g. EAL cannot access information	Discussions with individuals regarding the specific needs.	SEND CO SLT Site manager Office Staff	Ongoing	Upon request google translate available in school	Different Voices Parent Voice Parent Questionnaires	Office staff to check in with any visitors if they have any additional needs and requirements when on the school site. All pupils, staff and their families feel welcome and have a clear understanding of school procedures.	Parents/carers feel that communication is effective

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and to the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.