

Bleakhouse Primary School

Accessibility and Equality Action Plan 2025-2026

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 |
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| Individual children provided with the learning resources they require to access the curriculum such as Now and Next Boards, visual timetables, ALDs | Resources deployed to support individual children ensures they are able to access the curriculum and make progress in their learning. Increasingly a SALT recommendation. | Resources purchased/ created as identified by staff and external agencies. Staff trained in the use as ALDs. | SENCo Class Teachers | July 2026 | Individual children access the resources they need. Staff confident to introduce and use ALDs with individual children. | Observation by SENCo 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 | |

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.

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| Work with external agencies to remove specific barriers to individual children as necessary | All children are to be supported to make at least good progress from their starting points. | Act upon external agency advice when received. | SENCO | Apr 2026 | All identified children requiring additional resources such as workstation screens or wobble cushions access the resources as advised. | Observation of children working around school. Termly SEND paperwork including Parental Views and Annual Review paperwork. | Training provided by external agencies as required. SEN Budget expenditure £150 | |

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Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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| Ensure that children requiring supported communication access this across the school day. | External agency advice or recommendation made. | Discussions with individuals regarding the specific needs of individuals. Staff access training as required. | SENCO | Apr 2026 | Children access the required resources. Children accessing these resources make at least good progress from their starting points. | Observation of practice. SEND paperwork. | Staff training as required to deliver supported communication. | |

Eliminating discrimination and other conduct prohibited by the Equality Act 2010

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| Narrow the gap between girls and boys achievement in Maths in Key Stage 2 SATs. | Disability Equality Scheme Objective Gap between Girls and Boys identified for children at the start of KS2 | See Maths Action Plan | Maths Lead | May 2026 | The gap between the attainment of girls and boys Maths is in line with National Average | Governors Minutes Data analysis each term by Assessment and Maths Leads. | See Maths Action Plan | |
| Narrow the gap between Disadvantaged and Non-Disadvantaged Pupils in Year 1 Phonics. | Disability Equality Scheme Objective Gap between Disadvantaged and Non-Disadvantaged in Year 1 Phonics | See English Action Plan | English and Phonics Leads | June 2026 | 2026 Disadvantaged percentage in line with National Average | Governors Minutes Data analysis each term by Assessment and English Leads. | See Phonics Action Plan | |

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| Improve the percentage of Pupils achieving the Writing Early Learning Goal at the end of Reception. | 2023 Writing achievement at end of EYFS limited the number of children achieving Good Level of Development. | See EYFS Action Plan See English Action Plan | EYFS Lead | June 2026 | 2026 EYFS ELG/Good Level of Development in line with National Average | Governors Minutes Data analysis by Assessment and EYFS Leads. | See English Action Plan | |
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Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

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| Subject Leader to identify subject-specific language and Pupils to use this confidently. | Disability Equality Scheme Objective and OfSTED 2023 Area to Develop | Subject Leader INSET Subject leader Vocabulary identification. Medium term planning in line with BPS Subject Lead documentation | AHT | Jul 2026 | Pupils use subject-specific vocabulary appropriately in conversation with adults/ in lesson contributions. | Staff Meeting Minutes Subject leader documentation Knowledge Organisers Conversations with Pupils Learning League Minutes | See INSET Timetable | |
| Develop Social Communication support for children diagnosed with ASD or undertaking assessment for ASD | Disability Equality Scheme Objective | Assessment developed to enable progress and attainment to be monitored | SENCO | Jul 2026 | Agreed assessment procedures in place to support monitoring attainment, progress and support planning. | Assessment records Observation SEND Provision Plans and their associated Reviews Intervention Planning | SENCO and staffing in the use of assessment system SEND Budget Expenditure £100 | |

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| Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it. | | | | | | | | |
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| Monitor and analyse pupil achievement and act on trends or patterns in the data that require additional support for groups of pupils | Disability Equality Scheme Objective | Data analysis and action planning as identified. | Assessment and Subject Leaders | June 2026 | Data analysis identifies priorities and interventions deployed as required. | Data Analysis Intervention Plans | | |