



East Bierley CE (VC) Primary School

Accessibility Plan

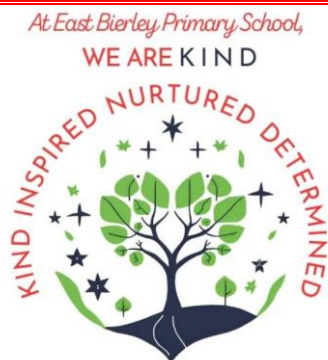
2025



Approved on: 16th October 2025

Last reviewed on: 15th October 2025

Next review due: October 2028



Our vision:

To be a vibrant and inclusive Christian School where everybody is known, valued and inspired to reach their full potential. We nurture curiosity, creativity and a love of learning, equipping our pupils with knowledge, skills and character to flourish in an ever-changing world.

Friendship, Courage, Kindness, Respect, Forgiveness, Faith

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our School aims to:

- To ensure the educational part of the building is accessible to all
- To ensure the curriculum is broad, balanced and accessible to all
- To ensure information is made available to all
- To enable inclusion
- To further promote equality of opportunity.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

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Increase access to the curriculum for pupils with a disability	- Our school offers a ambitious, scaffolded curriculum for all pupils - Every child is entitled to powerful knowledge which can shape their understanding of the world – our aim is to share that knowledge with all of our pupils. - We use resources tailored to the needs of pupils who require support to access the curriculum - 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	<u>Long Term</u> Improve the quality of our Wave 1 Teaching so that high quality inclusive teaching is on offer for all. <u>Medium Term</u> Develop our curriculum so that powerful knowledge is available and accessible to all of our students. Review our curriculum content so that examples of disability are included into our curriculum sequence Targets for SEND students are regularly reviewed by a team around the child. <u>Short term</u> We review the resources children use to support their access to the curriculum.	Develop teacher expertise through rigorous, high quality CPD and monitoring by Subject Leaders and SLT Map a coherent and sequenced curriculum and review its implementation Review curriculum content for examples of disability Pupils reviews take place 3 times per year and impact is recorded Review to ensure pupils have access to the proper resources they need for curriculum access	V Meek, R Divine, S Hunter, C Subject Leaders/SLT Subject Leaders/SLT Class Teachers/SENDCO Class Teachers/SENDcO/ Subject Leaders	Continuous Annually Annually Termly Continuous	Teachers trained in instructional and scaffolding methods for inclusive practice.

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Lift • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	No objectives set – the main school site is an old building and is as fully compliant as possible.	Ensure equipment eg lift is serviced	S Hunter	Annually	
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • School Website is Bilingual •	For children to have resources they need to access the curriculum.	SENDCo to liaise with Staff and Outreach support services to provide resources needed for individual children.	R Divine	Continuous	Resources will be in place for individual children.

4.Principles

- Equality of opportunity is the guiding principle to meet each child's needs
- Entry into the building is made as accessible as possible within the constraints of old premises
- All pupils are entitled to a broad and balanced curriculum and the school will do everything possible to assist, i.e. carpeting classrooms to enhance the environment for children with hearing disabilities, a lift for the movement impaired, wheel-chair ramps, a toilet for the disabled, classroom support for the educationally disadvantaged, etc. Interior work is planned to remove unnecessary well-mats, etc.
- Within the classroom appropriate seating arrangements and sensitive use of resources will help to cater for those with disabilities
- All children should receive appropriate support from the LEA to enable them to reach their potential
- Staff are encouraged to attend courses relevant to the needs of any child in their class.
- Information must be made available to all families, i.e. consultation evenings and reports to inform parents about their children's progress, letters explained to anyone who cannot read, print enlarged for the partially-sighted, translations obtained for non-English speakers, suitable seating for the hearing-impaired, etc.
- There are high expectations of all pupils.
- Data analysis of baseline, SAT's and end-of-term test results will be reviewed and monitored to ensure equality of achievement between different groups of pupils, i.e. gender/race comparisons.
- Lesson observations will be carried out systematically to ensure teaching offers equitable access to the curriculum
- School will encourage good attendance levels for all its pupils
- No child will be excluded from a school excursion through inability to pay, or because of a disability.
- Any excursions will be carefully planned to cater for any child with a disability
- Extra-curricular activities will be available to all pupils
- All signs must be clear, logical and well labelled.
- All areas must be well lit.

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Headteacher and Governors.

It will be approved by the Governing Body.

6. 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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

7. Conclusion

The school will take "reasonable steps" to ensure that it is not discriminating against any disabled pupils, and will always consult with adults/carers about possible provision. We will also do our best to secure any funding or resources available from the authority that would assist a pupil.

This policy is closely linked with the Inclusion Policy and the two should be read in conjunction. Accessibility will be reviewed regularly and adapted where necessary. It is intended to apply to all pupils and personnel irrespective to age, aptitude, ability, gender, race, religion or culture.