

Accessibility plan (including Curriculum)



Approved by:

**Chair of
Governors**

**Birchwood Junior
School HT**

Date: September 2025

**Last reviewed
on:**

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**Next review due
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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to increase the extent to which students, staff and visitors with a disability can access provision within the school
- Improve the availability of accessible information to disabled pupils
- Improve communication to students and parents/carers.

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.

At Birchwood Junior School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents carers and visitors receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Birchwood Junior School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school values are: Respect, Collaboration, Nurture, Creativity and Aspiration. These are inherently linked to our approach to equality and inclusion alongside high aspirations for all. We ensure that we support a child's whole well being to enable them to learn and provide rich opportunities and experiences to they will 'Take off and fly!'

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school. 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, this procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request. It is also available in large print or other accessible formats if required.

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.

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. We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school provides an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Pupils who have additional needs have targets set for them within their pupil profiles.</p>	<p><u>Short term</u></p> <p>To continue to work with the infant schools within the federation to review admissions before the start of the academic year</p> <p>To establish a close relationship with parents</p> <p>To ensure full access to the curriculum for all children</p>	<p>To identify pupils who may need additional support</p> <p>To ensure that transition is carefully planned</p> <p>To promote engagement, collaboration and participation with parents/carers and school</p> <p>To review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher</p> <p>SLT</p> <p>SENCo</p> <p>Assistant SENCo</p>	<p>Ongoing</p>	<p>Appropriate procedures/resources are in place</p> <p>Parental engagement and involvement</p> <p>All pupils are able to access a broad and balanced curriculum</p>

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Pictorial or symbolic representations (PECS) 	<p><u>Medium term</u></p> <p>To review policies to ensure they include inclusive and reflective practice</p> <p>To review SEN provision and attainment of pupils</p> <p>To promote the involvement of disabled students in school life</p> <p>Review targets and deliver findings to governing body</p>	<p>To monitor, evaluate and review current statutory policies</p> <p>Termly pupil progress meetings</p> <p>Termly review of pupil profiles</p> <p>Analyse data termly</p> <p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>Headteacher</p> <p>SLT</p> <p>SENCo</p> <p>Assistant SENCo</p>	<p>July 2026</p> <p>Termly</p> <p>Ongoing</p>	<p>Policies reviewed to ensure curriculum meets the needs of all pupils</p> <p>Pupil progress reflect progress made</p> <p>Disabled pupils are able to access the school environment and engage in all learning activities.</p> <p>Variety of planned activities that reflect the needs of pupils</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p><u>Long term</u></p> <p>Complete accessibility audit of the wider school environment and implement changes accordingly</p> <p>Ensure that new building works comply with regulations.</p>	<p>Evaluate the accessibility of the environment</p>	<p>Governing body</p> <p>Headteacher</p> <p>SLT</p> <p>SENCo</p> <p>Assistant SENCo</p>	<p>July 2028</p>	<p>The whole school environment is accessible to all pupils and parents</p>

	<ul style="list-style-type: none">• Library shelves at wheelchair-accessible height• Door entry system• Ramps					
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Educational visits policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Local offer
- Supporting pupils with medical conditions policy
- Special educational needs policy
- Curriculum policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				