Birches Green Primary School

Accessibility Plan

2025-2028

Curious Together, Learning Together, Achieving Together

Approved by:	LGB	**Date:** 05.11.2025
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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 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 aim is to promote a culture of inclusion and ensure that reasonable adjustments are made proactively, removing barriers before they negatively impact a pupil's experience.

The overarching goal is to transform the entire primary school into an inclusive environment where competence in supporting accessibility is a shared responsibility among staff, and where parents are fully informed and able to participate.

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, for example Local Authority SEND services.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and Governors of the School. Over the next academic year, Pupil and Parent voice will also be incorporated in this plan's development.

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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a scaffolded and adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources using wheelchairs/walkers, hearing aids. Pupils who are autistic/neurodivergent or with a speech and language disorder adaptations used to ensure accessibility to the curriculum.. • Curriculum progress is tracked for all pupils, including those with a disability. • Continue development for assessment for pupils using the engagement model and target setting. • 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.	• To work with the Physical Disabilities Team and Hearing Impairment Team to provide on-going support to promote access and inclusion in all curriculum areas. • To continue working with external agencies to further develop pupil and staff support. (Communication Autism Team, Educational Psychologist, Language, Literacy Support Service, Occupational Therapy, Speech & Language	Access to support / training from PDSS and HI teams Access to support/training from SALT re communication and accessing the curriculum. Further develop the enhanced learning provision area. (Flamingo Room) Further training for Inclusion TA's to support pupils with complex communication and interaction needs.	SENCO/PDT/PT SENCO/CT SENCO SENCO & Inclusion Team SENCO & Inclusion Team	Sept 2025 with half termly reviews. Termly Half termly 2025 December 2025	Adaptations made to ensure that pupils can access physical environments. Appropriate staff trained to from HI, SALT and PDT, OT to support pupils

Improve and maintain access to the physical environment	**KS1 Building** ● The KS1 building is fully designed for ease of movement and access. Corridors and internal doors exceed minimum regulatory width requirements, ensuring unhindered access for wheelchair users, those with mobility aids, and large equipment. ● All classrooms, hall, and essential learning areas within the KS1 building are situated on a single level. This eliminates the need for ramps or lifts, providing a seamless and fully equitable route to all curriculum and associated facilities. ● Comprehensive hygiene and welfare facilities are provided. The building includes a dedicated accessible toilet and a changing room equipped with an adjustable changing table/bench. This provision supports pupils and visitors with complex physical and medical needs. **KS2 Building**	● Ensure all areas of the school are accessible to all. ● To maintain clear access to all playground areas, corridors, hall, offices, toilets (including disabled toilets and changing area in Nursery) and classrooms.	Wheelchair-accessible height table required. PDT is ordering. Investigate and specify the appropriate dining tables and seating required for disabled pupils to access and use the lunchtime provision safely and independently. Procure and install a permanent, standards-compliant access ramp connecting the KS1 playground level to the KS2 building entrance.	PDT PDT/SENCO Site Manager/HT/ SENCO	Autumn Term 2025 Autumn 2025 2025-2028	Adaptations made to ensure that pupils can access physical environments.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	● A fully accessible toilet is available on the ground floor of the KS2 building, serving ground-floor classrooms, main reception, and shared ground-floor areas. ● Current Position: Classrooms are situated across two levels, separated by six steps. A chair lift is installed as a reasonable adjustment to ensure vertical access between the floors. ● Designated Parking Provision: The school site includes one clearly marked and appropriately sized disabled parking bay, located in closest proximity to the primary entrance. This provision ensures safe, direct, and priority access for disabled pupils, staff, and visitors arriving by vehicle. ● Pupils with temporary disabilities supported with adaptations written in a temporary risk assessment.	● To continue to monitor correct use of this space. ● To continue to support parents/carers with their pupils who have temporary disabilities	Remove the small wooden gate currently restricting access between KS1 playground and KS2 building. Ensuring the area remains clearly defined but unobstructed for wheelchair users and those with mobility aids. Procure and install a compliant, height-adjustable changing table within a designated welfare or accessible toilet area in the KS2 building to support the personal care needs of pupils with complex physical disabilities.	Site Manager/HT/ SENCO Site Manager/HT/ SENCO	Autumn 2025 Autumn 2026	Adaptations made to ensure that pupils can access physical environments.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	• Visual timetables in all teaching spaces. • Individual pupils have personalised timetables • Now and next boards	• To further develop assistive technology systems for pupils requiring support. • To use a range of communication methods and additional support to ensure information is accessible to all.	Purchase widget and embed and use in school for specific pupils Training and support for the use of widget. Communication Friendly Audi	SENCO SENCO/LLSS	Summer 2025 Spring 2026	Disabled pupils can access and understand information effectively.

4. 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 the Governing Board and the Headteacher.

It will be approved by the Governing Board and the Headteacher.

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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Admissions
- Duty of Care
- Parents Code of Conduct
- Intimate Care Policy
- Data Protection