

# Blanford Mere Nursery & Primary School



## Accessibility plan

<b>Date adopted by governors</b>
December 2024
<b>To be reviewed</b>
December 2027

## Contents

1. Aims .....	2
2. Legislation and guidance.....	2
3. Action plan .....	3
4. Monitoring arrangements.....	6
5. Links with other policies .....	6

### 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 enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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 partner ABIPs 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.

- We have included a range of stakeholders in the development of this accessibility plan, including SENDCO/Headteacher, Governors and views of pupils and parents.

### 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 disabled pupil faces in comparison with non-disabled pupils. 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
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Staff working pupils with disabilities receive training</li> <li>• Risk assessments are undertaken as necessary, taking into account the needs of disabled children.</li> </ul>	<p>Resources to be provided to support for children who need access to sensory experiences.</p> <p>When purchasing new resources look for positive images of disabled people e.g. reading books, posters etc</p> <p>Further provision of Chromebook/Notebooks for individual pupils.</p> <p>Termly pupil progress meetings to assess progress of all individuals</p> <p>Training to be provided for staff as appropriate.</p>	<p>Guidance to be sought from SENCO team about appropriate resources</p> <p>Chromebook/Notebooks to be ordered.</p> <p>Audit staff training to ensure that staff training is up to date for the needs of individual pupils.</p>	<p>KC/JCar</p> <p>KC/JCar</p> <p>KC/Jcar</p>	<p>Jan 2026</p> <p>July 2025</p> <p>Ongoing</p>	<p>A range of resources available to support children with sensory needs.</p> <p>Notebooks/Chromebook available for everyday use for individual pupils.</p> <p>Parents/carers receiving information which is accessible to them</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>To ensure that the environment, both inside and outside, is accessible to all pupils, including those with physical disabilities.</p> <p>Any new build or alterations will take into consideration the needs of all disabled pupils and adults</p> <p>The school Site Manager to monitor the school site daily to ensure there are no health and safety hazards</p>	<p>To audit the school site so that necessary adaptations can be made.</p> <p>To replace lighting with LED fittings where possible.</p>	<p>KC/AB</p> <p>KC/AB</p>	<p>July 2025</p> <p>August 2025</p>	<p>All areas of school are accessible to all pupils and visitors.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To ensure that text and printed material is accessible to all pupils.</p> <p>Ensure that all information sent to parents/carers is in a format relevant to their needs: large print, Braille, other languages</p>	<p>Advice to be taken from the Visually Impaired Team.</p> <p>To ensure that all signs on the premises is accessible to all pupils.</p> <p>Audit to establish needs of parents. Seek advice from outside agencies, if necessary</p>	<p>KC/HH</p> <p>KC/HH</p>	<p>January 2025</p>	<p>Signs, displays and information are clear and meet the needs of the children in school.</p> <p>Parents/carers receiving information which is accessible to them</p>

#### **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 board.

#### **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
- Supporting pupils with medical conditions policy