



Accessibility Plan

May 2025

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Accessibility and Equality Action Plan 2025-2028

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Buckminster Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just boy/ man or girl/ woman. In developing our practice to support trans-children we will ensure the following:

- The student, their parents, carers and siblings will be listened to and wherever possible we will follow their lead and preferences
- No student should be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for being treated with the equality they deserve and are legally entitled to.
- We will see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- We will avoid where possible gender segregated activities and where this cannot be avoided, allow the student to access the activity that corresponds to their gender identity.

The Accessibility Plan will be published on the school website alongside our Accessibility Policy. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

Action plan

Physical access To ensure the physical environment allows SEND children access to the school environment				
Target	Strategies	Timescale	Responsibility	Success criteria
To be aware of the access & meeting needs of all children, staff, governors and parents/carers.	Gather data on access needs as soon as a child begins at the school. Create access plans for individuals as required. Written annual reminder to parents, carers to let us know if have problems with access to areas of the school. Include the accessibility plan as part of induction	Annually or as required.	HT	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Ensure that the school passes its fire and safety audit, including training for all up to date, equipment checks are regular and defect equipment is replaced.	Ensure that actions from the Fire Safety audit are complete	Ongoing	HT / Premises officer	All personnel and children have safe independent exits from the school. Children are aware of the fire evacuation procedure
Ensure all disabled and impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled/temporarily injured children/staff.	As required	HT	All children and staff have a PEEP in place and are safe in the working environment.

Ensure all children have access to school trips	Risk assessments for trips ensure that all children including children with physical disabilities can access trips. Ensure full risk assessment is completed on each new venue visited for trips and vetted for appropriateness/barriers. Children with SEND/Disabilities to have individual risk assessments.	Annually	HT	All pupils are able to access all school trips and take part in a range of activities
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This action plan sets out the aims of our **accessibility plan in accordance with the Equality Act 2010.**

Access to the curriculum**To ensure children have access to the full curriculum and participate in all onsite and off-site activities**

Target	Strategies	Time scale	Responsibility	Success criteria
Curriculum adjustments ensure fair access for all.	<p>Teachers to consider the needs of all pupils in their class when planning lessons and to adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc.</p> <p>Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs – staff to use pupil profiles, passports and IEP to access information</p> <p>SENCO to offer planning support for teachers to ensure they are well-equipped to meet their pupils' needs.</p> <p>SENCO to conduct regular learning walks to ensure that all lessons are inclusive, providing advice to teachers to ensure that they can further meet pupils' needs.</p> <p>LSAs who regularly work in-class with key pupils to ensure that their support and adjustments are reviewed regularly and suitable to meet their needs.</p>	On-going	All teachers	<p>ll pupils access the curriculum provided fully.</p> <p>Structured conversations as appropriate take place with parents/carers.</p> <p>Additional resources / aids / scaffolds are provided for key pupils to enable them to access the learning.</p>

	LSAs have access to pupil passports to ensure that they are aware of key targets of all SEND learners.			
Ensure teaching and learning methods and environment support children with specific difficulties, including speech and language, hearing/visual impairment, selective mutism,	Training provided from autism reach. Training provided from the LA around supporting deaf children. Training from the SENCo about pupil passports and specific targets. Clear interventions in place for specific pupils from trained	On-going	HT/SENDCo / Teachers	All Staff are confident in strategies to support pupils with emotional and behavioral needs.
Physical disabilities, emotional and behavioral needs	professionals as well as interventions delivered by trained LSAs in school Classroom environments effectively allow pupils with additional needs to access the curriculum with teachers and LSAs using appropriate strategies.	On-going	HT / SENDCo / Teachers	Interventions for pupils with specific needs, enable those pupils to access the curriculum. A variety of strategies are used to effectively enable pupils to access the curriculum.
Plan all out-of-school activities to ensure inclusion and participation of whole range of pupils	Review all out-of-school provision to ensure compliance with current legislation. Pre-preparation meetings with parents and carers to make all necessary additional	In response to need	HT/SENDCo	All pupils fully access the curriculum provided.

	<p>arrangements such as transport etc.</p> <p>Pupils openly encouraged to join clubs.</p> <p>Risk assessments written where required</p> <p>Provision within PP budget to support cost of trips to ensure that all children can participate</p> <p>Hardship funds provided by the Trust are accessed where appropriate</p>			
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc.	For all SATSs	HT/SENDCo	All Students can fully access SATS.
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually	HT	All pupils have access to PE and are able to excel for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children. Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required	HT/SENDCo	Disabled children feel able to participate equally in out of school activities.

Ensure all staff have specific training on disability issues	identify training needs at regular meetings	On-going	HT	Raised confidence of support staff
Communication with Parents	Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access further support and advice. Ensure that the annual report to parents of SEND is accessible and informative for parents.	On-going	SENDCo/ Class teacher	Parent/school communication is strong Parents confidently contact SENCO for support and advice
Pupil Voice	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed.	On-going	HT/SENDCo	Children's voice is heard and acted upon.