

Bicton C.E. Primary School and Nursery

Learning for a Lifetime



ACCESSIBILITY PLAN 2026 – 2029

Reviewed and updated	September 2026
Approved by the Local Governing Board	
Next review date	September 2029

Signed

Head of School

Signed

Chair of Local Governing Board

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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 and maintain the school's physical environment, to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services on offer.
- Improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

Bicton CE Primary School and Nursery aims to treat all our pupils fairly and with respect, providing access and opportunities for all pupils without discrimination of any kind.

We are committed to ensuring that nobody is placed at a substantial disadvantage, and we strive to ensure that all existing and potential pupils are given the same opportunities. We are active in developing and promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life

We work closely with pupils with disabilities, their families and any relevant outside agencies, in order to remove any potential barriers to pupils' learning experience. We continually review our provision and look for ways to improve accessibility within the school including through parent surveys.

Our school is committed to ensuring staff are trained in equality issues, with reference to the Equality Act 2010, including understanding disability issues. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures, to overcome these barriers, allowing all pupils equal opportunities.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The intention is to provide a projected plan for a three-year period which will be reviewed ahead of the next review date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some actions will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The school's Accessibility Plan will be made available online on the school website, and paper copies are available upon request. It must be adhered to by all staff members, pupils, parents and visitors.

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.

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](#).

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

- Equality Act 2010
- 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'
- 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
- The Education Act 1996
- The Children and Families Act 2014

The Equality Act 2010 defines an individual as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out 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

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

This document operates in conjunction with the following school policies/documents:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Data Protection Policy
- Equality Policy
- Health, Safety and Welfare Policy

- Medical Conditions Policy – Supporting Pupils with Special Medical / Dietary Needs
- Risk assessments
- School Development Plan
- Special Educational Needs and Disabilities (SEND) Information Report

Roles and Responsibilities

The Head of School will be responsible for:

- Creating an Accessibility Plan, with the intention of improving the school's accessibility, in conjunction with the Local Governing Board.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions as 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 with disabilities arise.
- Working closely with the Local Governing Board, Local Authority and external agencies to effectively create and implement the School's Accessibility Plan.

The SENCo will be responsible for:

- Working closely with the Head of School and Local Governing Board to ensure that pupils with SEND are appropriately supported.

The Local Governing Board will be responsible for:

- Approving the Accessibility Plan before it is implemented.
- Monitoring the Accessibility Plan.

Staff members will be responsible for:

- Acting in accordance with the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will receive the necessary training and support, to enable them to carry out their role where equality issues, related to the Equality Act 2010, are concerned. Designated staff members will be trained to effectively support pupils with medical conditions e.g., understanding how to administer an epi-pen, in line with the Medical Conditions Policy.

Admissions

The school will act in accordance with the Local Authority Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage, by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils, to facilitate advanced planning. Prospective parents of pupils with Education, Health Care plans, and pupils with SEND, are invited to meet with relevant school staff prior to the pupil joining the school, to discuss the pupil's specific needs. When children enter school with specific disabilities, the school contacts Local Authority professionals for assessments, support, and guidance.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual, and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

There are established procedures in place for the identification and support of pupils with SEND. Detailed information on pupils with SEND is given to relevant staff to support teaching.

Subject leaders and the SENCo will work together to adapt a pupil's personalised learning plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are addressed on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Support staff are deployed to deliver literacy, maths and speech & language interventions.

Specialist resources are available for pupils, staff and visitors with visual impairments, such as enlarged print texts, coloured overlays or paper, Braille signage on all internal doors.

Teaching resources and library books include reference to individuals with disabilities.

Physical Environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school is a single storey building with wide corridors and several access doors from outside. Wide doors are installed throughout the school to allow wheelchair access.

The school has toilet facilities suitable for people with disabilities, which are fitted with a handrail and an emergency pull cord. There are also provisions for nappy changing.

Onsite car parking for staff and visitors includes several parking spaces for users with disabilities.

In the school library, and within classrooms, shelves are at wheelchair-accessible height.

Contextual Information

The school currently has pupils with a limited range of disabilities which include autism spectrum disorder and severe food allergies.

We have several pupils who have asthma, and all staff are aware of these pupils. Inhalers are kept in the classrooms and a record of use is noted. A school inhaler is kept at the school office and written permission has been asked from all parents whose children have asthma for this to be used in emergencies.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff in their class medical/first aid files. Emergency Epi-Pens are stored in a central area for use in the case of a child suffering from Anaphylaxis.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in secure locations with easy access for First Aiders and staff members. Administration of Medicines consent forms are completed by parents outlining their child's illness and amount, time, and frequency of medication. All medication that is given should be recorded by the staff member administering it.

Monitoring and Review

This document will be reviewed every 3 years and updated more frequently, if necessary, e.g., when new legislation or guidance concerning equality and disability is published. It will be reviewed by the Head of School and SENCo and approved by the Local Governing Board.

ACTION PLAN

Increasing Access to the Curriculum for Pupils with a Disability

Target	Strategies	Success Criteria	Timescale	Achieved
Provide ongoing training for staff to meet specific learning needs of pupils and make better use of software and resources	Complete audit of staff training needs. Share good practice between staff. SENCo to review pupils' needs and deliver / source CPD as needed.	Staff are better aware of strategies and resources that will have an impact on pupil outcomes. Improved collaboration between staff.	Ongoing to meet needs of current pupils	
Improve staff awareness of disability issues	Complete audit of staff training needs.	Whole school community are more aware of issues within our school and our local context.	Ongoing	
Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of pupils in each class and provide equipment as needed e.g., specific pens or pencil grips, headphones, wobble cushions, writing slopes, etc. Review SEND pupils' access to curriculum within class sessions. Consult with external professionals e.g., SALT / OT to incorporate strategies and support within classrooms and around school, for pupils who require specific equipment and adaptations.	Pupils will show more independence in their learning. All pupils will have equal access to a full curriculum.	Ongoing monitoring from SENCo SENCo will review termly alongside teachers' review of pupil profiles	
Ensure that all pupils can access extra-curricular offer e.g., clubs, trips, residential visits, etc.	Risk assessments to ensure that pupils, including those with physical disabilities, can access trips and visits. Ensure venues and means of transport are suitable. Review how after-school clubs are accessible to all.	All pupils can access our extra-curricular offer. All providers of extra-curricular provision will comply with legislation to ensure that all pupils' needs are met.	Ongoing	
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports.	All pupils have access to PE and can excel, e.g., through adult support.	Annually by PE subject leader	

Improving and Maintaining Access to the Physical Environment

Target	Strategies	Success Criteria	Timescale	Achieved
Be aware of the access needs of pupils, staff, parents, and visitors with disabilities	Ensure school staff are aware of access issues ('access' meaning 'access to' and 'access from'). Prepare a PEEP (Personal Emergency Evacuation Plan) if someone at school becomes physically impaired.	SEND objectives are in place for pupils with disabilities and all staff are aware of pupils' needs. All staff feel that their needs are met. Continuously monitored to ensure any new needs are met. PEEPs are prepared and reviewed as individual needs change.	As required	
Ensure whole school evacuations are effective	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Prepare a PEEP if needed (see above.)	All persons with physical disabilities can be safely evacuated from the building. Staff take responsibility for keeping access clear in their area/s of the building	Termly drills Reviewed as new pupils or staff join during the year.	
Ensure accessible car parking is available	Reminders in newsletters and visual signs that designated parking spaces are for users with physical disabilities.	There are adequate spaces to park during the day, for staff, parents, and visitors with a physical disability.	Ongoing	
Ensure paths are safe and easily accessible for pupils with physical disabilities	Review, and improve as required, access to school field and Forest School site for pupils with physical disabilities.	Pupils with physical disabilities have full access to all areas of the school site.	Reviewed as new pupils join the school or needs of existing pupils change.	

Improving the Availability and Delivery of Written Information

Target	Strategies	Success Criteria	Timescale	Achieved
Ensure that all parents and other members of the school community can access information	Ensure parents have access to our SEND provision / offer. Keep our SEND offer updated on the school website. Ensure parents can contact SENCo at any time and can arrange meetings at earliest opportunity to access further support and advice. Ensure that annual report to parents, especially for pupils with SEND, is accessible and informative. Provide written information in alternative formats, as necessary. Review accessibility of written information on school website.	Home-school communication is strong. Parents confidently contact SENCo for support and advice. Written information is provided in alternative formats, as necessary. Website meets users' needs (evident through annual parent surveys.)	Ongoing As required Annual surveys	
Collect pupil voice more frequently	Pupils given opportunities to share their concerns, worries, views, and ideas. Adaptations made to provision and curriculum offer as needed.	Pupil voice is heard and acted upon.	Ongoing	
Ensure that parents who are unable to attend meetings at school, because of a disability, are offered alternatives	Staff to provide telephone or Teams meeting or send home written information.	Parents kept informed of pupils' progress, etc.	Ongoing as required	