



Accessibility Plan

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

This plan sets out how the school will improve accessibility for pupils with disabilities by:

- Increasing access to the curriculum
- Improving the physical environment
- Improving access to information

The school is committed to an inclusive environment where all pupils can achieve their full potential.

Objective 1: To ensure that the quality of provision for all individuals and groups enables pupils to meet or exceed age related expectations, so that they are ready for their next phase of education.

Objective 2: To use assessment data to monitor the progress of individuals and groups, identify barriers, initiate

intervention and ensure that their specific needs are met.

Objective 3: To carefully prioritise and deploy all resources within a finite budget, so that provision continues to have an impact upon pupil outcomes.

Objective 4: To raise pupils' awareness of differences within the wider society and actively promote respect and tolerance.

Objective 5: To support the wellbeing and development of the whole child.

Where appropriate, Bassingham Primary School will:

- Set an admissions policy that does not discriminate against a student with a disability or treat them unfairly.
- Recognise and value parents/carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect their rights to confidentiality.
- Have high expectations of all students.
- Devise and ensure the use of teaching and learning strategies that will remove barriers to learning for students with disabilities.
- Provide all students with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of individual students and their learning styles, whilst endorsing the key principles of the National Curriculum.
- Use reasonable adjustments when considering the physical environment of the school to cater for students with a disability.
- Find ways in which all students can take part in the full curriculum including sport, music and drama.
- Plan out of school activities and trips including school trips so that students with disabilities can participate.

This 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.

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.

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

Current good practice and practice that is under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Bassingham Primary School offers an adapted curriculum for pupils, where appropriate and necessary. All students access lessons taught by skilled teaching staff who use adaptive teaching strategies. Teachers follow the “WalkThrus” model of teaching. Regular learning walks across all areas of the curriculum. We tailor resources, where appropriate and necessary, to ensure all pupils can access learning. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. It is tracked by staff at all levels, including Senior Leaders, Subject Leaders, and the SENDCo. Provision of specific interventions is monitored and adapted to pupil need. Targets are set effectively using data, and are appropriate for all pupils, including those with disabilities. The curriculum is reviewed to make sure it meets the needs of all pupils.	Subject Leaders and teaching staff ensure that resources are appropriate and of high quality. Curriculum targets are aspirational and appropriate for all pupils. Emerging needs are identified at the earliest possible opportunity, and support provided in a timely manner. SEND intervention, where practicable, are provided by the SENDCo and teachers and reviewed at least termly. Adaptations to support are made on an individual basis. TAs are deployed effectively, following Education Endowment	Continual consideration of the best curriculum offers for our pupils, based upon their profile of needs, including changing the courses available to them. Specific resources required to make adaptations to curriculum areas are purchased where practicable and necessary to support changing profiles of needs within the Academy. Changed made to EHC Plans and / or Individual Learning Plans are made in light of new information received, be that from external or internal sources. Teaching and support staff use Individual Learning Plans to inform teaching strategies for pupils with SEND. Interventions, where appropriate, are conducted so that they have least possible impact upon the teaching. Students should not be removed from core subject lessons, unless no other option is available.	Senior Leadership Team, including the SENDCo Subject Leaders Subject Teachers Teaching Assistants	Ongoing	Existing courses and programmes of study being delivered to all pupils with maximum impact. Staff expertise increases. Curriculum mapping demonstrates that it is adapted to meet the needs of learners and this is reflected in the progress of all pupils. Resources are accessed by staff and pupils and the curriculum being delivered is enhanced as a result. Pupils with SEND have achievable targets which motivate them and inspire them to achieve. Teachers have a clear understanding of pupils’ needs and adapt teaching to meet need. This is evident in SEND drop-ins and book scrutiny. Range and impact of specific interventions increases and evolves over time to meet the needs to pupils. TAs and Teachers work in unison to support pupils with greatest effect. Pupils’ needs are met.

Current good practice and practice that is under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Additional adult support, through the provision of Teaching Assistants (TAs) is made where practicable and appropriate for the needs of pupils. Education, Health, and Care (EHC) Plans are reviewed annually in line with the SEND Code of Practice. Pupil Individual Learning Plans, for students in SEND Support and with EHC Plans, are reviewed up to three times per year, and shared with teaching staff. Appropriate Continual Professional Development (CPD) organised and delivered by internal or external providers on a proactive basis.	Foundation (EEF) recommendations across the Academy. Impact will be monitored and adapted. CPD is provided to ensure all teaching and teaching support staff are able to provide the best possible provision for pupils.	CPD to be facilitated in accordance with the changing profile of needs of pupils. Twilight Training hours have time set aside for SEND-specific and Trauma-informed Practice training. Good practice to be shared between staff regarding pupils with SEND to best support them and their progress. Cover staff (internal and external) are provided with appropriate information to support the pupils in their care. Trainee Teachers are provided with appropriate support and information to best support pupils that they work with.			
The environment at Bassingham Primary School is adapted, where practicable, not only to meet the needs of pupils, but also their families, its staff, and visitors, as required. Environmental adaptations include: - Corridor and door widths accessible for wheelchair users - Clear, uncovered, signage across the school and buildings - Disabled parking bays	Maintain the high standard of accessibility available to the Academy within its dated architecture to ensure the building is accessible to pupils of all abilities, where practicable.	School Site Manager and Premises Team to ensure that school buildings and infrastructure is kept in a good state of repair. All staff to report any defects identified to the Premises Team via the Premises Helpdesk. Defects are rectified within a timely manner.	Premises Team. Administration Team	Ongoing	The Academy remains accessible to all pupils, their families, staff, and visitors.

Current good practice and practice that is under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ramp or zero-step access through exterior doors into school Personal Emergency Evacuation Plans (PEEPS) are prepared for pupils who need assistance at times of emergency.		PEEPS prepared in coproduction with Administration Support, pupils, and their families.			
Bassingham Primary School uses a range of communication methods to ensure information is accessible to pupils, their families, staff, and visitors. This includes: Internal signage that is clear and uncovered Large-print resources available upon request Pictorial or symbolic representations where needs require Visual timetables Audible fire-alarms and lockdown alarms Appropriate resource adaptation for those with visual or hearing impairments Specialist reports Information available on the school and Trust websites can be provided in alternative formats, upon request.	Pupils with hearing or visual impairments are supported to access the curriculum and wider school environment through appropriate provision. All policies to be available on alternative formats upon request. Pupils and their families received support, as necessary, to understand any specialist reports or assessments.	All correspondence is accessible to pupils and families. Appointments are offered to parents to discuss outcomes of specialist assessments conducted by, or facilitated by, the Academy, where necessary.	Senior Leaders, including the SENDCo. Administrative Team.	Ongoing	Signage is accessible to all visitors to the Academy. All pupils, families and visitors will be able to access the information shared by the Academy. Parents will have an understanding of their child's needs as identified through assessments and specialist reports. It will be clear to people accessing key documents and policies that alternatives are available and how these may be accessed.

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 Local Committee (local governing body).

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- 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 details found within the First Aid policy.