# Birchwood Avenue Primary School

# Accessibility Plan 2026-2029

**Policy Review**

The policy was last agreed by the Full Governing Board on 09/11/2026.

It is due for review in November 2027 (up to 12 months from the above date).

Signature
Headteacher

Date: 09/11/2026

Signature
Chair of Governors

Date: 09/11/2026

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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

### Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged. Birchwood Avenue Primary 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 with Hertfordshire County Council 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the staff, parents and governors of the school.
The plan will be made available online on the school website, and paper copies are available upon request.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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<br>Include established practice and practice under development | Objectives<br>State short, medium and long-term objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| **Increase access to the curriculum for pupils with a disability** | Birchwood Avenue Primary School offers a scaffolded and differentiated curriculum for pupils.<br><br>We use resources tailored to the needs of pupils who require support to access the curriculum.<br><br>Curriculum progress is tracked for all pupils, including those with a disability.<br><br>Targets are set effectively and are appropriate for pupils with additional needs.<br><br>The curriculum is reviewed to ensure it meets the needs of all pupils. | To identify specific needs through audit of current provision and practice in the school.<br><br>Develop further the effective use of technology to support access to the full curriculum<br><br>Ensure those with disabilities and additional needs are represented throughout the curriculum. | Carry out audit of current need and repeat this yearly or more often when needed<br><br>Ensure disability and equality is explicitly embedded within the PSHE curriculum using Jigsaw resources.<br><br>· Ensure children with a disability are able to access all areas of the PE curriculum alongside their peers.<br><br>· Termly Club Analysis to review participation of all learners.<br><br>· Provide specific resources where necessary to support children with a disability in accessing an area of the curriculum | Head teacher and Senior Leadership Team | Annually and as new children join the school | Relevant needs identified<br>Provision planned<br>Access to curriculum fully provided |

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| | | | Assign designated time via channels such as INSET Days and weekly Staff CPD meetings<br>· Undertake audit of staff training needs.<br>· Arrange training for staff using external agency resources / training offers and materials. | | | |
| **Improve and maintain access to the physical environment** | The environment is adapted to the needs of pupils as required. This includes:<br><br>Toilets in Key stage 1 have been replaced and layout improved. With further replacement of Staff/Disabled and Key stage 2 Toilets planned for future years<br><br>Library shelves have been opened up to allow full access to shelving at all levels.<br><br>Fire Exit access from the hall with new tarmac ramps and replaced concrete slabs for tarmac for easy wheelchair access | To ensure those with disabilities and additional needs have access to the physical school environment. | Carry out an audit of the learning environment to ensure classrooms layout and lessons are planned to meet the needs of all pupils.<br><br>Ensure all corridors are kept clear of cupboards and other equipment that could be stored elsewhere.<br><br>Classroom organization considered by class teachers and changed accordingly.<br><br>Ensure facilities are at children's eye level where possible and can be easily accessed by children (EYFS classrooms/ books upon bookshelves supporting reading in KS1/KS2. | All staff (Whole School) | Annually/ ongoing | School environment safe and accessible for all children and staff. |

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| | and to avoid trips and slips from uneven surfaces. | | | | | |
| **Improve the delivery of information to pupils/ parents and carers with a disability** | Information is shared through a range of formats including letters, emails, newsletters and the school website.<br><br>Parents and carers can communicate with the school via telephone, email and face-to-face meetings.<br><br>Staff work closely with families to identify individual communication needs.<br><br>Key information is discussed verbally where required to ensure understanding.<br><br>The school provides reasonable adjustments for pupils and families with identified disabilities.<br>Translation and interpretation support can be accessed when needed. | Review current communication methods to identify barriers for pupils, parents and carers with disabilities.<br>Improve awareness among staff of accessible communication practices.<br>Ensure key school information is available in alternative formats upon request.<br><br>Develop a fully inclusive communication system that meets a wide range of accessibility needs.<br>Increase the availability of accessible digital information.<br><br>Ensure all school communications are designed with | Audit current communication methods and identify accessibility barriers.<br><br>Review school website accessibility and make improvements where needed.<br><br>Ensure meetings and events are accessible and any required adjustments are discussed in advance.<br><br>Monitor requests for alternative formats and evaluate effectiveness of provision. | SEN Department Head teacher and Senior Leadership Team Governing Body | Ongoing as need arises and as new children join the school | Relevant needs identified Provision planned<br><br>Access to curriculum fully provided |

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| | The school website is regularly updated with key information and policies. | accessibility in mind from the outset. | | | | |
| **Ensure support staff have specific training on disability issues** | Regular SEND training and as part of staff induction.<br>Individual CPD needs identified in appraisals.<br>Comprehensive training for Learning and Pastoral Mentors, including: Early help module<br>ELSA<br>Emotion Coaching<br>SaLT Support<br>DLD Training<br>Autism in Girls<br>Shape Coding<br>Sensory Processing<br>Pupil Voice<br>Introduction to Autism and<br>Demand Avoidance | Identify training needs at regular meetings | Carry out an audit of current staff members' understanding of disability issues. | Head teacher and Senior Leadership Team<br>Governing Body | December 2023<br><br>Ongoing | Relevant training needs identified and catered for within training |

## 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 Headteacher, Emma Hall, and the Governing Body Resources Committee.

## 5. Links with other policies

This accessibility plan is linked to the following Birchwood Avenue Primary School 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 policy

## Appendix 1: Accessibility audit – Carried out November 2026

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| Number of stories | Single storey building | n/a | Headteacher<br>Site Manager<br>Governing body | n/a |
| Corridor access | Single storey access with no steps or barriers | n/a | Headteacher<br>Site Manager<br>Governing body | n/a |
| Lifts | Single storey access – none needed | n/a | Headteacher<br>Site Manager<br>Governing body | n/a |
| Parking bays | Designated spaces in the school's main car park, accessible to parents of disabled children on application. | Refreshing painting of designated parking bays<br>Ensure parents/carers of disabled children are aware of this facility as and when required | Deputy Head<br>SBM<br>Site Manager | Dec 26 |
| Entrances | All entrances accessible to wheelchairs – school office entrance is easiest. A Sloped tarmac ramp is located off the hall corridor | Ensure all staff aware of the tarmac ramp to the side corridor of the hall or availability of a manual ramp to support wheelchair access to the rear of the hall. | Deputy Head<br>SBM | Staff induction ongoing |
| Ramps | A ramp is kept in the Cleaners Cupboard and electrical intake cupboard | Ensure all staff aware of availability of ramp to support wheelchair access | Deputy Head SBM | Ongoing |

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| Toilets | Disabled access toilet in the KS2 corridor | Ensure all staff are aware of disabled access toilet and can direct parents, visitors and pupils to this area if needed | Deputy Head SBM | Staff induction ongoing |
| School Office area | Accessible to wheelchair users with support (secondary doors to lobby area can be opened to widen access) | Ensure staff offer support for wheelchair users or other members of the community with mobility issues to navigate lobby area doors. | Reception staff/All Staff | n/a |
| Internal signage | Emergency routes clearly marked | Completed and audited | Site Manager | n/a |
| Emergency escape routes | Fire exit signage available | Completed and audited | Site Manager | n/a |