

Accessibility plan



Great Bradfords
INFANT AND NURSERY SCHOOL

Approved by:
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 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: pupils, parents, 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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school curriculum is adapted for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The use of visual resources is embedded into school practice The curriculum is regularly reviewed to make sure it meets the needs of all pupils 		<p>Improve the school's provision mapping to ensure the curriculum meets the needs of pupils with disabilities and each pupil has opportunities to thrive.</p> <p>Develop the focus of subject leaders on inclusion and incorporate into subject action plans.</p> <p>Participate in the PINS Project (Partnership for the Inclusion of Neurodiversity in Schools).</p>	<p>Curriculum review beginning Sept 2025.</p> <p>Staff meetings, performance management, ongoing monitoring</p> <p>Beginning Oct 2025. Initial meeting with PINS staff, family feedback, Governor input, planned work and training.</p>	<p>Headteacher, SENCo, Subject Leads, all staff.</p> <p>Headteacher, SENCo</p> <p>Headteacher, SENCo</p>	<p>End of July 2026</p> <p>Autumn Term 2025.</p> <p>Spring Term 2026</p>	<p>The curriculum will be inclusive and opportunities for all pupils to thrive will be explicit within documentation and in classroom practice.</p> <p>There will be an increased awareness of how each subject is adapted to meet the needs of pupils with disabilities.</p> <p>Actions identified in the PINS audit/programme will enhance our provision for pupils with disabilities.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Mobile ramps • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Displays use a muted/hessian background and this is consistent throughout the school • Lighting is good as identified in the PINS sensory audit (Nov 25) 		Ascertain aspects of the environment that need improving for disabled pupils and families.	<p>Autumn Term 2025 Environment walk to ascertain improvements to the physical space with actions following.</p> <p>PINS Sensory Audit recommended:</p> <ul style="list-style-type: none"> • buying anti-glare laminating pouches • Considering better storage for clutter • Staff audit each other's rooms <p>Autumn 2025 Health and Safety audit with consideration of accessibility issues.</p>	<p>Headteacher, SENCo, Deputy Head</p> <p>Headteacher, SENCo, all teachers</p> <p>Headteacher, Health and Safety link Governor, Site Manager</p>	<p>Actions determined by end of Aut 2025 and incorporated into this plan.</p> <p>PINS plan written as per the programme and completed by end of March 26.</p> <p>Actions determined by end of Aut 2025 and incorporated into this plan.</p>	<p>All school stakeholders feel welcome and included in the physical environment.</p> <p>The school environment promotes participation and engagement of its users.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large-print resources • Braille • Induction loops • Pictorial or symbolic representations • Use website material compatible with screen readers where we can • Including information relevant to those with disabilities in newsletters 		Update the SEND section of the website.	<p>Look at statutory requirements.</p> <p>Plan what we consider relevant and important for our families and create a dedicated section on the website.</p> <p>Longer term – a new website to be built which will consider more effective accessibility.</p>	<p>SENCo, Office, Headteacher, Website provider.</p> <p>Budget dependent – within 2 years.</p>	<p>End of July 2026</p> <p>End of July 2027</p>	Ongoing updating of the SEND section of the website will provide relevant and helpful information about our school and wider services for disabled pupils and families.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governors and the headteacher.

It will be approved by the governors.

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
- SEND policy
- Supporting pupils with medical conditions policy