

Bilsthorpe Flying High Academy

Accessibility Plan September 2025-2028



Date Policy Written	September 2025
Date of Review	September 2025
Changes made by	Sarah Camish
Date implemented	September 2025
Signed (Headteacher)	<i>Mrs S Camish</i>
Signed (Chair of Governors)	<i>Ms L Brimble</i>

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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 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

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. Bilsthorpe Flying High Academy is a kind and caring learning community and a part of the Flying High Trust. We aim to enable each child to achieve their full potential. We all work to provide a friendly, stimulating and challenging environment which respects and celebrates individual interests, talents and differences, whilst promoting our school values of respect, resilience, responsibility and aspiration.

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, this 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](#).

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. This policy complies with our funding agreement and articles of association.

Action Plan

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

Access to the curriculum

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.
- Create effective learning environments for all pupils
- Increase provision for pupils identified as having Autism
- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

Action Plan

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

Aim	Current Good Practice	Objectives	Actions to be taken	By when and by whom	Success Criteria
<p>Increase the extent to which pupils with a disability can participate in the school curriculum</p>	<ul style="list-style-type: none"> - We will use resources tailored to the needs of pupils who require support to access the curriculum. 	<p>To maintain close liaison with parents in order that relevant information about children is shared</p>	<p>Regular home/school meetings Open door policy</p>	<p>Ongoing throughout the academic year. HT, SENDCo, DHT & All Teachers</p>	<p>Clear collaborative working approach Children feel valued and a celebrated member of the school community.</p>
	<ul style="list-style-type: none"> - Curriculum resources will include examples of people with disabilities. 	<p>To maintain close liaison with outside agencies for pupils with additional needs</p>	<p>Regular meetings with outside agencies</p>	<p>Ongoing throughout the academic year. HT, SENDCo, DHT & All Teachers</p>	<p>Clear collaborative working approach Children feel valued and a celebrated member of the school community.</p>
	<ul style="list-style-type: none"> - Curriculum progress will be tracked for all pupils, including those with a disability. 	<p>To ensure full access to the curriculum for all children.</p>	<p>Advice from outside agencies implemented for specific children; CPD for staff on scaffolding and making adaptations to their curriculum. The use of pre-key stage standards, BSquared, Boxall Profile and other specific assessment programmes, to assess progress in different</p>	<p>Ongoing Teachers, SENDCo, TAs, outside agencies.</p>	<p>Advice taken and strategies evident in classroom practice</p>
	<ul style="list-style-type: none"> - Targets will be set effectively and are appropriate for pupils with additional needs. - The curriculum will be reviewed to 				

	ensure it meets the needs of all pupils.		<p>subjects and in children's social and emotional wellbeing.</p> <p>Specific equipment sourced from OT.</p>		
		<p>To continue to closely monitor the attainment and progress of all SEN pupils.</p>	<p>Class teacher's AfL informing appropriate interventions.</p> <p>SENDCo & class teacher dialogue.</p> <p>Pupil progress meetings.</p> <p>Work scrutiny</p> <p>Regular liaison with parents</p>	Termly- Class teachers, SENDCo and SLT	<p>Progress will be made towards children's individual targets on their support plans.</p> <p>BSquared/ Boxall assessments will show clear steps of progress made</p>
		Classrooms are organised to promote the participation and independence of ALL pupils	SENDCo to carry out an audit of resources available to teachers	SENDCo Spring term 2025	Relevant equipment is available to teachers to plan lessons which meet the needs of all pupils

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> - The environment is adapted to the needs of pupils as required. - The school is on one level - Disabled pupils/families have access arrangements for the main entrance, vehicle access and parking. - Ramps allow access to all areas of the school. 	<p>Ensure that equal access is in place on the site.</p> <p>Potential barriers for children, staff and parents are removed where possible.</p>	<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments.</p> <p>This information is obtained through data collection and pre-starter meetings.</p>	<p>SLT, Inclusion Team, Governors & Site Manager</p> <p>Site Manager</p> <p>Daily checks, also as appropriate</p>	<p>No barriers to hinder physical access to site.</p> <p>Partnership with parents is evident.</p> <p>Staff, pupils and parents feel empowered.</p>
	<ul style="list-style-type: none"> - Outside areas are accessible for all. - The school's corridors width is adequate and accessible. - The school has suitable disabled toilets and changing facilities. 	<p>To ensure that the medical needs of all pupils are met</p>	<p>The school will hold meetings with parents, liaise with external agencies, identify training needs and establish individual plans where needed.</p>	<p>Ongoing Head Teacher, SENDCo, class teachers</p>	<p>Medical needs do not pose a barrier to learning where possible</p>

Improve the delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> - All children who require physical auxiliary aids have them in place. These include hearing aids, computer provision etc. - We apply to PDSS for any physical aids we feel would support the inclusion of a child in mainstream classes. - Resources are copied onto coloured paper or printed in large print where needed - Braille books loaned from ELS where appropriate -Pictorial/symbolic 	To ensure children have access to aids which will support their communication/ access to information	Apply for auxillary aids such as iPads for children with additional needs	Ongoing as appropriate SENDCo	Children will access reasonable adjustments such as assistive technology.
		To enable access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> - Raise awareness of font size and page layouts to support pupils with visual impairments - Audit the school library to ensure the availability of large font texts 	Spring 2025 SLT & SENDCo	School information is available to all stakeholders

	representations used (Widgit software)	Ensure parents have regular opportunity to share their views regarding accessibility	A section will be added to the parent questionnaire / parents evening which enables parents to add any comments they have regarding accessibility	Academic year 2025/26 SLT	Accessibility continually improves, using parental comments as a steer
Ensure that information about the needs of pupils is shared effectively throughout school.	<ul style="list-style-type: none"> - Formal and informal meetings with all members of staff that work with named children. - Regular email contact between class teachers, TAs and the SENCO team. - Transition notes from previous class teacher regarding all pupils. - Information sent from school to 	Develop and extend the use of SEND Support Plans to record and share information about children identified as having a SEN, disability or specific medical needs.	<ul style="list-style-type: none"> - Continue to use SEND Support Plans as a method of passing 'quick read' information regarding SEN, disabilities and the medical needs of pupils to all members of staff (including middays and before/after school staff) - To update disability list termly (in line with the SEN register) and share this information with all staff 	SENCo and Inclusion Team Termly	All staff will have the relevant knowledge to meet the needs of the chn.

	<p>school regarding pupils that transfer.</p> <ul style="list-style-type: none"> - Medical details accessible by all staff. 		<ul style="list-style-type: none"> - Health Care Plans updated (or when any significant changes occur) for pupils with medical needs - Health Care Plans shared with relevant staff and displayed in the identified place 		
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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 the Head Teacher and governing body.

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 (SEND) policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy