



Accessibility Plan

Baildon Glen Primary School

Approved by governors:

Date: 5th May 2026

Last reviewed on: May 2026

Next review due by: May 2029

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies.....	7

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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At Baildon Glen Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action with regard to disability and to reinforcing our culture of inclusion.

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.

In the preparation of the accessibility strategy, the Exceed MAT will have regard to the need to allocate adequate resources in the implementation of the strategy.

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/carers, staff, the site manager and governors of the school.

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.

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

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	OBJECTIVES	OUTCOMES	TIMEFRAME	SUCCESS CRITERIA
<p>Planning Duty 1: Improving Access to the Curriculum</p> <p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> Our school offers a differentiated and adapted curriculum 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 curriculum is reviewed to make sure it meets the needs of all pupils. Advice sought from specialist outside agencies such as Educational Psychologists, Speech Therapists and Bradford’s SCIL team for pupils with SEND Training delivered by specialists where needed. Access arrangements obtained for children with disabilities sitting KS2 tests where required 	<p>Revised training for staff to support children with medical conditions (allergies, asthma, physical disabilities) regularly.</p> <p>Professional training around adaptive teaching strategies to disseminated to teachers by a key member of staff formally trained through My Ambition</p> <p>To provide training for staff to deliver interventions to support children on the Autism Spectrum (ie: Attention Autism)</p>	<p>All staff have a clear understanding of the needs of pupils with a medical need and how to make the curriculum accessible to them.</p> <p>Staff working alongside the children will have a clear understanding of how the curriculum needs to be adapted to meet the needs of these pupils.</p> <p>Staff will deliver a range of evidence informed interventions to support children on the Autistic spectrum.</p>	<p>Annually and when required.</p> <p>Autumn 2026 and throughout 26-27</p> <p>Autumn 2026 and throughout 26-27</p>	<p>Children with medical conditions are fully included within the school.</p> <p>Staff will utilise a broad range of strategies to adapt the curriculum for children with disabilities.</p> <p>Children on the Autistic Spectrum will be able to fully engage with our curriculum and communicate their needs,</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	OUTCOMES	TIMEFRAME	SUCCESS CRITERIA
<p>Planning Duty 2: Improving Physical Access</p> <p>Improve and maintain access to the environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Calm room and resources in each classroom • Sensory room <p>Personal evacuation plans written for children with mobility issues.</p>	<p>For site manager to conduct regular checks of, and maintain resources which support access to the physical environment.</p> <p>Classroom and area risk assessments are carried out.</p> <p>Risk assessments to be completed by SENDCo or Headteacher if a child or staff member has a physical need.</p> <p>Further development of sensory provision areas outside the classroom for children who need these.</p>	<p>Provisions to support access to the site are safe and are in good condition</p> <p>All classrooms and environments are safe for all children and adults.</p> <p>Children and staff with mobility needs are able to move around the school safely.</p> <p>Children with SEN and disabilities will access the sensory spaces to regulate when needed</p>	<p>Ongoing</p> <p>Annually</p> <p>As required, but at least annually.</p> <p>Ongoing</p>	<p>Good physical access to the school.</p> <p>Good physical access in each classroom / area of the school.</p> <p>Sensory spaces provided for children who are overwhelmed by the classroom environment.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	OUTCOMES	TIMEFRAME	SUCCESS CRITERIA
<p>Planning Duty 3: Improving the Delivery of Written Information</p> <p>Improve the delivery of information</p>	<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 where needed • Pictorial or symbolic representations • Use of assistive technologies such as text-to-speech apps. 	<p>To ensure that written materials are available in different formats if requested.</p> <p>To review documentation on the website to check accessibility.</p>	<p>School are aware of the services that can produce written materials in different formats.</p> <p>ICT Technicians make appropriate amendments to the website.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>When requested, written materials are provided in different formats.</p> <p>Website is accessible to all.</p>

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 headteacher alongside the governing body.

It will be approved by the governing body.

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