

Aspirational Futures Multi Academy Trust



Accessibility Plan for Balshaw Lane Primary School

September 2025

Document Control

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Contents

Statement of intent

This plan outlines how **Balshaw Lane Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The local governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Local governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The local governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The local governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Updated approach to supporting children from EEF	CPD and training	All teachers and TA's	September 2025	Staff have renewed understanding as to the most effective approach to supporting children with SEND.	Spring 2026
	Upskill staff to use a variety of approaches for supporting children	Training for staff on adapting learning and provision through direct work with specialist teacher	All teachers and TA's	Autumn 2025	Staff members have the skills to support pupils with SEND	Spring 2026
	Assessments and resources for SEND need reviewing to ensure the best level of effectiveness.	Implement whole school system for assessing and supporting for assessing specific learning difficulties, eg PIVATS and WELCOMM	A Wildig and R Hamilton	Autumn 2025	Assessment resources are informative and lead to increased levels of progress. Clear steps for ensuring needs are met.	Summer 2026
Medium term	We have a lot of excellent strategies provided by specialist teachers which we need to ensure is used or	Compile a whole school graduated pathway of strategies to support staff to provide for children	A Wildig with teachers and TAS	Completed Summer 2026	All staff are clear about the best strategies and interventions to use to support children.	Autumn 2026

	can be overwhelming.	with additional needs.				
Long term	New guidance can be introduced and we want to ensure we are keeping abreast of new developments. We do promote positive attitudes but we want to ensure we don't rest on our laurels. The catchment for our school is becoming more diverse due to the increased size of school.	Continue to promote positive attitudes for disability and neurodiversity. Keep up to date with new guidance and initiatives.	CH AW SLT and all staff	Ongoing	All neuro-diverse children feel confident and valued around school with both their peers and adults.	Annually

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Further develop use of whole school calm area	Finalise the furnishings for The Space and establish routines for using the room.	AW CH All staff	Autumn Term 2025	The Space will be an effective room where children are able to regulate successfully and return to the	Spring 2026

					classroom for learning.	
Medium term	Children's needs are changing so we are dynamic with our approach.	Continue to ensure sanitary changing area is appropriate for children's needs.	CH AW WW	As needed	Children with disabilities and health needs are clean and comfortable around school.	As needed
Long term						

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	At the start of a new school year we ensure our parents and carers are able to access information and online resources used by school.	Add to the reception welcome meeting if anyone needs additional support so we can ensure we meet our parents' needs. Ensure all new parents have the option to inform us of any additional needs.	CH ES YH JA RH	On entry to school and summer meetings for new intake.	Parents and carers can access information relating to their child. Reasonable adjustments are made.	Annually

Medium term	We have a number of children with different medical needs across the school, so we need to ensure all staff are aware of procedures and have up to date training for all aspects.	Training for children with medical needs is refreshed for staff on transition or change of staff. All staff are aware of written procedures across the school and these are easily accessible. .	WW	July 2026 and as needed with all new transitions	Adjustments are made so that children with medical needs are safe and well cared for and accessing the full life of school. Staff are confident in their roles.	Annually
	We would like to ensure our SEND parents are able to communicate effectively with school and are an outlet to share support and advice.	Hold a Coffee Morning for parents and carers where they can meet other parents and seek advice and support on a range of issues.	AW RH JF CH	July 2026	Parents and carers are able to engage easily with support and advice to support their child.	
Long term						

4. Monitoring and review

This plan will be reviewed on an **annual** basis by the local governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.