



Bishop Tufnell CE Primary School Accessibility Plan 2026 – 2027

Purpose of the Plan:

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils, parents and staff with a disability can participate fully in all educational and associated opportunities.

Definition of Disability:

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act, the Race Relations Act and Sex Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Vision Statement:

1. 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Bishop Tufnell CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The action plan will be reviewed and updated annually.
4. This plan should be read in conjunction with our policies for SEN, Equal opportunities and our Premises Development Plan.
5. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan will be published on the school website.

8. The Plan will be monitored by Ofsted as part of their inspection cycle.

Aims and objectives:

Our aims are to:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils and parents

Action Plan 2026-2027

Objectives	Strategies	Staff	Time frame	Evidence of success
Appropriate training for staff in supporting children with specific medical conditions.	Organise relevant medical specialists to come in to school to train appropriate staff. Close partnership with outside agencies for children with on-going health needs.	First Aid refreshers organised by office staff as required. First Aid Lead to ensure appropriate training and IHCP are in place and up to date.	Ongoing or when a new pupil arrives.	Staff will successfully be able to support children with medical conditions. Children will be safe in school and able to participate fully in all aspects of the curriculum.
Ensure that all medical needs of all children are met fully within the capability of the school.	Close partnership with outside agencies and parents/carers for children with on-going health needs. Health care plans for individuals. Intimate care plans for individuals.	Appointed First Aiders. School Nursing Team SENCO/Inclusion Leader Health care professionals	Ongoing review for pupils with medical needs. Co-production of planning for health needs when a new pupil arrives.	Children's needs met within the capability of the school.

Promote the involvement of disabled students in classroom discussions/activities.	The school aims to provide full access to all aspects of the curriculum by providing adaptations. Teachers to use the principles within the Teacher Handbook: SEND Embedding Inclusive Practice and OAIP Embed our play and lunch provision to embrace all e.g. children using the Harbour room, Lighthouse and quiet areas.	HT/SLT/ Class Teachers SENCO/ Inclusion Leader	Ongoing	All children will feel included and respect one another's differences. Variety of learning styles and multi-sensory activities evident in planning and in the school environment.
Ensure the curriculum can be accessed by all children.	Teachers to provide personalised support where needed. An adapted curriculum to support all learners Teachers to use OAIP and Tools For Schools Website. Teaching and Support Staff training. Individual Learning Plans to include pupil voice and child led targets. Use of specialist advisory support evidenced in curriculum planning and provision. Specific equipment sourced from occupational therapy/physio team/sensory support.	SENCO/Inclusion Leader Teachers SLT TAs/ELSA Thoughtful practitioner OUTREACH-Fordwater School Advisory Service OT/Physio Play Therapy S&LT	Spring 2026 Demand Avoidance Training Zones of Regulation Training Visual/Communication Training Training at Fordwater School on Sensory Circuits	Increased access to the curriculum: SEND pupils make good progress ILPs will show range of support linked to graduated approach and OAIP. Specialist advice acted upon and strategies evident in classroom practice. Personalised curriculum- Harbour classroom. Sensory room/Lighthouse/ Nurture classroom/Rockpool Increased participation and engagement in learning: improved emotional and sensory regulation.
Training for staff in de-escalation.	All staff to be aware of Dan Siegel's 'PLACE/PACE' and use strategies to support children who need co-regulation and de-escalation. Staff to use relational and restorative approaches to de-escalate and use empathetic language.	SENCO/Inclusion Leader SLT Teachers TAs MDM Learning Mentor/ELSA EP Service	Team Teach Training Theraplay Training	Staff are aware of and use relational and restorative approaches.

	Individual risk assessments/safety plans in place.	Virtual School		
All out of school visits/ activities are planned to ensure, where reasonable, the participation of pupils, irrespective of their disability.	Year Group Representatives to ensure all necessary modifications/arrangements are considered and actioned when planning and delivering curriculum activities. Ensure school trip venues are suitable and appropriate for ALL children. Risk assessments carried out to show how children will access provision safely.	EVC Year Group Reps Teachers SENCO/Inclusion Leader	Every off-site learning experience-ongoing	All pupils will take part in educational visits where reasonable. Increase in access to all school activities for disabled pupils.
To ensure the school develops children's awareness of disability.	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school e.g. wheelchair users, guide dog users. Use opportunities to show people with disabilities in a positive light eg Paralympics.	All staff Learning Mentor E4S co-ordinator	Thoughtful wellbeing grant spent on resources and books. Worships in the Summer and Autumn term to focus on inclusivity.	School displays, classrooms and the library will show disability positively. Visitors will be welcomed and encouraged.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Wheelchair ramps for ease of safe access. Disabled toilet facilities. To change year group locations of upstairs classrooms as appropriate. Classrooms to be adapted to ensure the learning environment supports a range of needs (seating, lighting, steps, toilet aids). Use of visuals to support regulation and communication.	Outside agency accessibility advisors SENCO/Inclusion Leader Key Stage Leaders Premises OT Advisory Service/Outreach	Spring 2026 Nurture classroom/Rockpool Spring 2026 Lighthouse sensory room Summer 2026 Harbour outside area	Children have access to classrooms without physical barriers. All lessons start well with appropriate adjustments in place. Children have ready access to support their learning using a range of resources.

Intimate care is provided to all that require it in a safe and secure environment.	EYFS, Harbour and Snug classrooms have changing facilities which are well maintained.	EYFS Staff Premises Inclusion Staff OT EYFS Advisory Service	Ongoing but under review as pupils needs change. Awaiting EYFS Inclusion Advisory service training on Intimate care for EYFS children.	Children will have access to a safe environment and appropriate support with their intimate care needs.
Liaise with pre-school providers to review reception intake.	To identify children who may need additional to or different from provision for September. Enhanced transition plans where needed (EYFS Inclusion Advisory Service) Home/nursery visits offered. Social stories to support transition. Flexible timetables to support a positive start.	EYFS staff SENCO/Inclusion Leader KS1 Leader EYFS Advisory Service and Outreach	June - Oct	Procedures/equipment in place for September start. Multi agency approach /close liaison with parent/carers and Local Authority.
Any future plans for further development of the building take DDA issues into account.	Work with LA and architects when planning modernisations.	SLT SENCO/Inclusion Leader Premises Officer Business Manager	As necessary to meet identified Special Needs.	Where it can be reasonably achieved, the school building continues to be accessible for all.
Ensure that all disabled children can be safely evacuated in an emergency.	Disabled Emergency Plan in place- PEEP. Monitor plans during fire drills GEEP (generic emergency evacuation plan) in place for any visitors etc with mobility issues	SLT Premises Officer SENDCO/ Inclusion Leader	With immediate effect and to be constantly reviewed.	Children safe in the event of an emergency.
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA and Early Help for converting written information into alternative formats. This includes adapting the content where necessary. Communication with parents made using adaptations to make them	SENCO/Inclusion Leader Early Help professionals EMTAS Administrators	As necessary to meet identified Special Needs.	The school will be able to provide written information in different formats when required for individual purposes.

	accessible to all.			
Ensure parents with disabilities have every opportunity to be involved.	Utilise disabled parking space at drop off and collection times. Parents are welcome to invite sign language supporters or interpreters to meetings. Provide telephone calls to clarify letters home to parents who need this. Adopt a proactive approach to identifying the access requirements of parents with disabilities. Disabled toilets. All of the downstairs of the school can be accessed avoiding steps. Ensure signage is suitable, clear and well-situated.	All staff	Ongoing	To ensure that parents with disabilities are not discriminated against and are encouraged to take interest and be involved in their child's education.

Reviewed and adopted by the Resources Committee on 26.02.26