



ACCESSIBILITY PLAN



Reviewed by:	Board of Trustees
Reviewed:	13 May 2026
Review Frequency:	Every 3 Years
Next Review Date:	May 2029
Approved and Adopted by:	Bourton Meadow LGB
Approval Date:	18 November 2024

Contents

1. Aims	2
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	9
5. Links with other policies	9
Appendix 1: Accessibility audit	10

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 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 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 Bourton Meadow Academy, we work hard to create an inclusive environment – a safe place without prejudice – where children have the opportunity to thrive and fulfil their whole potential.

Our six core values, together the Fundamental British Values, underpin all aspects of school life and support our children in having the confidence to develop and use their core beliefs and positive influences to make the right choices.

We respect the unique contribution which every individual can make to our school community and we believe, through our broad and balanced curriculum, that children leave our school as responsible, respectful and active citizens that embrace and champion equality for all.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff 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 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	BMA is committed to providing an inclusive curriculum that enables pupils with disabilities to participate fully alongside their peers. Teachers make reasonable adjustments and adapt teaching, resources and learning activities to meet individual needs. Pupils with SEND are supported through the graduated approach, with individual needs identified and appropriate provision and interventions put in place. The SENDCO works with teachers and support staff to identify barriers to learning and ensure appropriate strategies are	Short term: Ensure barriers to curriculum access are identified and appropriate reasonable adjustments are consistently implemented. Medium/long term: Ensure pupils with disabilities can access an ambitious, broad and balanced curriculum and participate fully in school life.	Provide continued staff CPD to raise their awareness and professional understanding of: • Autism • ADHD • Speech and Language barrier Engage with specialist teacher services and external professionals to provide more bespoke training and support for teachers and support staff supporting children with specific disabilities (e.g. sight/hearing, physical disability etc.)	HoS AHT (SENDCO / Inclusion) AHT (SENDCO / Inclusion)	Ongoing Ongoing – as need arises	Disabled pupils participate fully in curriculum and wider opportunities. Monitoring demonstrates that agreed adjustments are consistently implemented and reduce identified barriers. Pupil and parent voice demonstrates that pupils feel included and able to participate.

	implemented. Staff use scaffolding, adapted resources and targeted support to enable pupils to access learning. Additional provision, including The Nest, is available to support pupils whose needs may create barriers to accessing learning. Curriculum and enrichment activities are planned with individual needs considered, including access to educational visits and wider learning opportunities.		Continued CPD on adaptive teaching strategies, in line with the school's Equality Action Plan and Inclusion Strategy. Strengthen the monitoring of the graduated approach to ensure that appropriate provision is planned and implemented effectively and reviewed with parents/carers. Consider the changing needs of our cohort when reviewing the intent and implementation of the curriculum, to ensure pupils with disabilities continue to access learning and make good progress.	AHT (SENDCO / Inclusion) AHT (Curriculum) AHT (SENDCO / Inclusion) AHT (Curriculum) AHT (Inclusion/ SENDCO)	Ongoing Ongoing – Termly monitoring and feedback to HoS July 2027 – with ongoing review	
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Improve and maintain access to the physical environment	BMA is a large, single-storey school for pupils, comprising several buildings separated by playground areas. There is a disabled parking space directly in front of the building for use by parents and visitors. Most buildings are easily accessible. Ramps lead into some of the portacabins, which are raised off the ground. There is an accessible toilet on the ground floor and yellow paint is used to highlight steps and potential obstructions, including the ends of handrails. Specialist advice is sought to identify the most appropriate classrooms and cloakroom/peg positions for pupils with physical, sensory or other disabilities. Adjustments are also made to playtime arrangements to support pupils with visual impairments.	Short term: Ensure the physical environment remains accessible and that individual accessibility needs are identified and addressed promptly. Medium/long term: Continue to improve accessibility across the school site and ensure reasonable adjustments are made where required. Consider how the environment could be adapted to ensure all areas can be accessed by a wheelchair user, if necessary. Ensure that all children, including those with a disability have a strong sense of belonging and feel the school is a safe and inclusive environment.	Ensure all pupils and staff have a personal emergency evacuation plan, where required and that these are documented and stored centrally. Implement individual adjustments recommended by specialist professionals, including classroom and cloakroom positioning. Regularly review the accessibility of the school environment and address identified barriers and consider current and future accessibility needs when making physical changes to the school environment or reviewing room use. Carry out regular monitoring to ensure that the school continues to meet the needs of all	AHT (SENDCO / Inclusion) AHT (SENDCO / Inclusion) Operations Manager Site Manager Head of School Head of School	Ongoing – review effectiveness during drills of emergency procedure Ongoing Termly	Accessibility barriers are identified and addressed promptly. Pupils with disabilities can move safely around the school and access classrooms, facilities, playtimes and wider school activities. Specialist recommendations are implemented where appropriate. The physical environment remains safe, accessible and suitable for the needs of pupils and staff.
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	Pupils with hearing impairment have the use of hearing loops within school, as advised by external professionals. Walkways are kept clear and pupils have access to appropriately-sized furniture.		stakeholders with a disability.			
Improve the delivery of information to pupils with a disability	Bourton Meadow Academy uses a range of communication methods to ensure information is accessible to pupils with disabilities. This includes: • Internal signage and clear visual prompts • Large-print resources where required • Pictorial and symbolic representations • Digital, audio and video formats where appropriate • Adapted resources and materials to meet individual needs • Verbal explanation and repetition where required • Individualised approaches identified through SEND support plans, EHCPs or advice from specialists	Short Term Staff are aware of pupils' disabilities and potential barriers to learning and have timely access to the recommendations of external professionals, where appropriate. Medium Term High-quality adaptive teaching, is responsive to need and clearly demonstrates provision for pupils with a disability though: - Visual prompts - Coloured paper/overlays - Specialist equipment, as required	Ensure staff are aware of pupils' individual communication requirements and the reasonable adjustments they need. Continue to identify and respond to individual communication needs through the graduated approach. Review accessibility of key information and resources when pupils' needs change. Seek specialist advice where required to identify appropriate alternative formats or	AHT (SEND/CO/Inclusion) Teachers AHT (SEND/CO/Inclusion) AHT (SEND/CO/Inclusion)	Ongoing Ongoing Ongoing	Pupils with disabilities are able to access information and learning resources in a format that meets their individual needs and can participate fully in school life. Communication to parents and carers is fully accessible and provided in different formats, on request.

	Staff working with pupils and families to identify the most appropriate method of communication	- Short, simple instructions - Rest breaks - Any other required adaptations Long Term Develop a robust, accessibly platform for improved communication for parents and carers.	communication methods. Ensure pupils with disabilities have equitable access to information, learning resources and school communications. Provide CPD for Quality First Teaching (including adaptive teaching), and evaluate its impact and future training needs through rigorous monitoring and review Work with Trust leaders to implement and embed effective use of the 'Reach More Parents' App	AHT (SEND/CO/Inclusion) Head of School Head of School (AHT Assessment)	Ongoing Ongoing – planned on a half termly basis Initial roll out - January 2027	
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4. 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 local governing board.

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 (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Allergy Safety Policy
- Communication Policy
- Behaviour Policy
- Child Protection Policy
- Curriculum Implementation Policy
- Admissions Policy
- Individual Personal Emergency Evacuation Plans (PEEPS), where applicable

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Mainly one storey (Staff toilet and staff room located upstairs)	Consider access to the staffroom for a member of staff with a disability	Head of School	As required
Corridor access	Mainly on one storey. Wide corridors with minimal obstructions. Walkways through KS1 are harder, as there is no single corridor.	Consider allocation of classrooms as required to meet the physical needs of pupils and staff.	Head of School	As required
Lifts	none	N/A		
Parking bays	One disabled space available	N/A		
Entrances	Single entrance to front office. No step.	N/A		

Ramps	Ramp access to buildings where entrance is raised from ground level.	N/A		
Toilets	One accessible toilet on the main corridor. Accessible at all times.	N/A		
Reception area	The school reception area is accessible to wheel-chair users. However, it is relatively small for a large school and can become quite crowded at key times.	Staff to support access for a visitor in a wheelchair. Separate access is enabled for performances, if required, including an earlier entrance and reserved seats in the hall.	Office Manager	
Internal signage	Compliant and accessible	Site Manager to maintain	Site Manager	Ongoing
Emergency escape routes	All clear and accessible	Site manager to maintain. All staff know to report potential hazards/obstructions to the site Manager	Site Manager	Ongoing