



Bradshaw Primary School

ACCESSIBILITY PLAN November 2025-2028

Date	Autumn 2025
Next Review Date	Autumn 2026

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PLAN OBJECTIVES

The objectives of this plan are:

- To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Bradshaw Primary School
- To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services
- To improve the delivery of information to pupils with a disability and parents.

Bradshaw Accessibility Plan 2025-28

Purpose of the plan

This plan shows how Bradshaw Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Bradshaw Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Bradshaw Community Primary School

At Bradshaw Primary School, we believe that every child should have access to a broad, balance, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. Improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. To this end, we have drawn up our own Accessibility Plan.

The Accessibility Plan

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Under the Equality Act 2010 all schools should have an Accessibility Plan. It also draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools and must be approved by Governors and reviewed every three years.

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.

As previously mentioned the Accessibility Plan will be drawn up to cover a three year period and will be updated annually. It will contain relevant actions to:

- 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 able - bodied pupils. This covers teaching and learning and the wider curriculum of the school such as 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 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.
- Improve and make reasonable adjustments to the delivery of the **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame.

Plan Availability

The School makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the school office

Objective 1: To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Bradshaw Primary School.

Our current position:

- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist teachers to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to support all four areas of need.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Encouraging the use of clear, well-presented visual aids to support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing a restorative approach ethos within school.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work. (visual/auditory/kinaesthetic).
- Using skilled TAs to support learning where needed.
- Buddy schemes to support vulnerable pupils.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance, so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities, using external support such as the SEMH hub to support this.
- Work completed on Quality First Teaching Strategies for all curriculum subjects.
- Implement the use of a points based behaviour system and IBPs for those children who require it

	Aim	To be achieved by ...	Responsibilities. Time and Cost/Funding Stream	Success Criteria	Monitor and Review
Short term	1.1 To ensure all staff are trained to support children with medical conditions.	Update staff training annually in : • Asthma • Epilepsy • Diabetes and as required in other specific conditions Update Medicines Policy annually and ensure annual parental medical forms are gathered.	All staff Headteacher and SLT Medicines Policy Lead Office Team CPD Funding Stream Ongoing	Staff are confident supporting children with medical conditions Staff have received appropriate training for medical conditions Medicines Policy updated Parental Medical forms completed	Office Team SLT Class Teachers Governors update
	1.2 To continue to raise awareness of hidden disabilities. (ADHD Dyslexia / ASD)	ASD / ADHD / DYSLEXIA assemblies ASD awareness week ADHD awareness week Dyslexia Awareness week Newsletter highlights Autism /ADHD/ Dyslexia Awareness week Workshops for parents through SEND focus for INSET Mental Health Week QFT strategies shared with staff and implemented PINs project (2025/26) AET (2025/26)	All teaching Staff – Assembly / classroom activities Office team CPD Funding Stream	Children, parents, carers have a better understanding of hidden disabilities Parents / carers are able to use different strategies and resources to support children with hidden disabilities	SLT Headteacher SENCO Class Teachers Governors update

	1.3 Provide a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances – mental health	Mental Health Share advice and best practice of what works – case studies / research Share schemes / plans about teaching and learning that helps children to build important life skills, through PSHE strategies - such as learning to learn, habits of mind and growth mind set Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of the school staff and community, informs them about early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem Pathways for referral through Senco – SLS, Play therapy, CYMPHS, St Joseph's	Whole school team – SEND Twilight Autumn 2025 My Happy Mind Kapow Curriculum CPD Funding Stream	A supportive culture, ethos and environment is evident across the whole school Staff have a better understanding of mental health Staff able to support children and their mental health Staff have received appropriate training that is relevant and up to date Staff have an understanding that mental health is the responsibility of all staff Children referred to specific pathways for support	Headteacher SLT All staff Governor update
	Staff have a better understanding of ADHD, identification, assessment and support	ADHD QFT strategies shared with staff ADHD foundation signposted to staff and parents as a good source of information Parents concerns are taken seriously, logged and acted upon Parents, teachers, teaching assistants and children involved in the writing of	INSET Autumn 2025 CPD Funding Stream	Staff able to identify characteristic of ADHD Staff are able to support children appropriately and have a bank of strategies and resources	Headteacher SENCO SLT Governors Update

		IEP, if deemed necessary with particular reference to QFT for ADHD Website includes information for parents and teachers about ADHD Signpost to Addvanced Solutions, can be accessed by family and staff			
	To ensure that pupils who are eligible receive adequate reasonable adjustments and additional time during statutory assessments	Ensure an evidence base is built to highlight requirements for additional time Reading speeds collected Senco advise on relevant reports that may provide evidence	Year 6 team Senco Specialist reports such as an Ed Psych may be needed which have a cost implication	Pupils are able to access national statutory assessments Pupils attainment is in line with individual expected outcomes	SLT
Medium term	Parents have a better understanding of ADHD, identification, assessment and support	Website includes information for parents and teachers about ADHD SENCO available for meetings and will support with referral completion Website includes information for parents and teachers about ADHD Signpost to Addvanced Solutions, can be accessed by family and staff ADHD foundation signposted to staff and parents as a good source of information	No Funding implications	Parents / Carers able to identify characteristic of ADHD Parents / Carers are able to support children appropriately and have a bank of strategies and resources Parents are signposted to support and pathways to formal identification	Headteacher SENCO Governors Update
Long term	Classrooms are optimally organised to promote the participation and	Review and implement a preferred layout of furniture and equipment to support both individual and collaborative learning	All staff Resources Funding Stream	Classroom are organised and promote participation and independence	Headteacher SENCO

	independence of all pupils	Identify and establish quiet workstations in each class Equipment organised and labelled Visual timetables evident in every classroom Visuals accompany labels where cohort needs deem it necessary			Governors Update
	All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	All staff No Funding Implications	Increase in access to all school activities for all disabled pupils	Headteacher SENCO Governors Update

Objective 2: To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.

Bradshaw takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site and premises.

Our current position:

- The school building is accessible for pupils with physical difficulties.
- The outside play areas includes spaces that are flat and accessible to wheelchair users, other areas include pathways for accessibility
- Disabled car park spaces are available in the school car park.
- Disabled toilet facilities are available with wheelchair access.
- Toilet facilities have been adapted – handles added in toilet areas to meet individual needs.
- Private room spaces are available to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.

	Aim	To be achieved by.	Responsibilities. Time and Cost / Funding Stream	Success Criteria	Monitoring and Review
Short term	Ensure staff have access to training and resources to be able to support any visually impaired learners	LA visual impairment team liaises with Senco to provide resources Staff to implement strategies in classroom and ensure pupil passport is updated	Class teacher SENCO VI team (LA)	Children are support to access the curriculum in a way that supports their individual vision requirements	Headteacher SENCO Governors Update
Long term	Ensure accessibility from the footpath and driveway to the main school entrance	Resurfacing of the driveway to make it wheelchair accessibility Ramp access from the raised footpath to the car park	Headteacher Omega Trust staff Approx £25,000 (cost to be assessed by finance and estate managers at Omega Trust)		

Objective 3: Improvements in the provision of information in a range of formats for pupils with a disability.

Our Current position

- Visual timetables and information supported by signs/symbols where needed.
- Home-school books for targeted children to ensure effective communication.
- Use of now/next boards and choice boards to ensure information is presented to children in an appropriate manner
- Provision of verbal or large print information for targeted pupils.
- Text messaging to parents
- Buff paper being used across the school

	Aim	To be achieved by...	Responsibilities. Time and Cost/Funding Stream.	Success Criteria	Monitoring and Review
Short term	Review information to parents/carers to ensure accessible Availability of written material in alternative formats	Provide information and letters in clear print in 'simple ' English School Office and Senco will support and help parents to access information and complete forms Ensure website and all documents accessible via the school website can be accessed by the visual impaired The school will make itself aware of the services available through the LA for converting written information into alternative formats. The school will be able to provide written information in different formats when required for individual purposes	All Staff SLT Headteacher School Office PTA Governors Website design team No Funding Implications	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	Headteacher Office Team Governors Update

Medium term	Staff are embedding dyslexia friendly QFT strategies in their classroom	QFT teaching strategies available to all staff on shared drive Dyslexia support boxes in KS2 Guidance to all staff on dyslexia and accessible information (coloured backgrounds, dyslexia friendly fonts)	All Staff SLT Headteacher SENCO No funding implications	Staff produce information that is accessible to all	Headteacher Office Team Governors Update
	SEND information for parents, including Annual Review information to be accessible to all	Senco to liaise with EHCP team on alternative formats School formats have been adjusted to be more user friendly and simple	All Staff SLT Headteacher SENDO No funding implications	Staff have produced child friendly pupils profiles Staff more aware of the pupils preferred method of communication	Headteacher Office Team Governors Update