

BREDENBURY PRIMARY SCHOOL



Accessibility Plan

#SD2 (BPS)

Last amended 9th September 2025

To be reviewed no later than August 31st 2028

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Monitoring and review

Common abbreviations and acronyms

AA	Admissions Authority	HASH	Herefordshire Association of Secondary Heads
AAI	Adrenaline Auto-Injector (Epi Pen)	HBV	Honour Based Violence
ACM	Asbestos Containing Materials	HR	Human Resources
AFH	Academies Financial Handbook	H&S	Health and Safety
AHT	Assistant Headteacher	HoS	Head of School
AIR	Attendance Intervention Reviews	HSE	Health and Safety Executive
APIs	Application Programme Interfaces	ICO	Information Commissioners Office
BAME	Black, Asian and Minority Ethnic Backgrounds	IHP	Individual Healthcare Plan
BCP	Business Continuity Plan	IRMS	Information and Records Management Society
BFR	Budget Forecast Return	IWF	Internet Watch Foundation
CAMHS	Child and Adolescent Mental Health Services	KCSIE	Keeping Children Safe in Education
CEO	Chief Executive Officer	KS1/2/3/4	Key Stage 1/2/3/4
CFO	Chief Financial Officer	LAC	Looked After Child
CIF	Condition Improvement Fund	LADO	Local Authority Designated Officer
CIN	Child in Need	LGB	Local Governing Body
CLA	Children Looked After	LLC	Low-Level Concerns
CMIE	Child Missing in Education	LSA	Learning Support Assistants
COO	Chief Operating Officer	MASH	Multi-Agency Safeguarding Hub

COSHH	Control and Substances Hazardous to Health	MAT	Multi-Academy Trust
CP	Child Protection	MFA	Multi-Factor Authentication
CPD	Continuing Professional Development	MFL	Modern Foreign Language
CSCS	Children's Social Care Services	NCSC's	National Cyber Security Centres
CSE	Child Sexual Exploitation	NPQEL	National Professional Qualification in Executive Leadership
CTIRU	Counter-Terrorism Internet Referral Unit	PA	Persistent Absence
CWD	Children with Disabilities	PAN	Published Admission Number
DBS	Disclosure and Barring Service	PECR	Privacy and Electronic Communications Regulations
DDSL	Deputy Designated Safeguarding Lead	PEP	Personal Education Plan
DfE	Department for Education	PEEP	Personal Emergency Evacuation Plan
DHT	Deputy Headteacher	PEx	Permanent Exclusion
DSE	Display Screen Equipment	PLAC	Previously Looked After Child
DSL	Designated Safeguarding Lead	PP	Pupil Premium
DPO	Data Protection Officer	PSHE	Personal, Social and Health Education
EAL	English as an Additional Language	PSED	Public Sector Equality Duty
ECT	Early Career Teacher	PTFA	Parent, Teacher and Friends Association
EHA	Early Help Assessment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
EHCNA	Education, Health and Care Needs Assessment	RHE	Relationships and Health Education

EHCP	Education, Health and Care Plan	RSHE	Relationships, Sex and Health Education
EHE	Elective Home Education	SALT	Speech and Language Therapist
ELSA	Emotional, Literacy and Support Assistant	SARC	Sexual Assault Referral Centre
ESFA	Education and Skills Funding Agency	SBM	School Business Manager
EVC	Educational Visit Coordinator	SCCs	Standard Contractual Clauses
EWO	Education Welfare and Safeguarding Support Officer	SDQ	Strengths and Difficulties Questionnaire
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FGM	Female Genital Mutilation	SEND	Special Educational Needs and Disabilities
FOI	Freedom of Information	SLA's	Service Level Agreements
FSM	Free School Meals	STEM	Science, Technology, Engineering and Maths
FTS	Find a Tender Service	TA	Teaching Assistant
GAG	General Annual Grant	TCAT	Three Counties Academy Trust
GDPR	General Data Protection Regulation	VSH	Virtual School Headteacher
GIAS	Get Information about Schools		
GPA	Government Procurement Arrangement		

Statement of intent

This plan outlines how Three Counties Academy Trust (TCAT), and our schools, aim 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).

This plan relates specifically to Bredenbury Primary School and will be maintained by the Head of School.

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 our schools 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, TCAT, and where appropriate the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust 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 Executive Headteacher/CEO, Headteachers/Heads of School and other relevant members of staff
- Trustees and Local Governors

1. Legal framework

This policy 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'

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following TCAT and school policies:

- Data Protection Policy (FI20)
- Admissions Policy Trust Level (GN1)
- Equality Information and Objectives Policy (GN7)
- Pupil Equality, Equity, Diversity, and Inclusion Policy (GN19)
- Staff Equality, Equity, Diversity, and inclusion Policy (GN20)
- Health and Safety Policy (HS1)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Supporting Pupils with Medical Conditions Policy (SG4)
- Administering Medication Policy (SG20)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Roles and responsibilities

The Trust 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

The Local Governing Body will be responsible for:

- Monitoring the Head of School to ensure the plan is reviewed at least annually

The Executive Headteacher/CEO and Head of School will be responsible for:

- Working closely with the Trust Board, SENCO, Local Governing Body, the LA, and external agencies to effectively create and implement TCAT's Accessibility Plan for Bredenbury Primary School

The SENCO will be responsible for:

- Ensure 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 Executive Headteacher/CEO, Head of School, The Trust Board and Local Governing Body to ensure that pupils with SEND are appropriately supported
- Ensuring they have oversight of the needs of pupils with SEND attending their school, and advising the Executive Headteacher/CEO and Head of School 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 Trust Board or where delegated, the Local Governing Body, will undertake an annual Accessibility Audit. The audit will cover the following three areas:

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

When conducting the audit, the Trust Board or where delegated, the Local Governing Body, 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 and to update the Accessibility Plan.

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.

4. Planning duty 1: Curriculum: Bredenbury Primary School

Short term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Provide CPD for staff on supporting pupils with SEND in phonics and early reading.	SENDCo / Literacy Lead/ Primary Curriculum Lead	CPD records; phonics assessment data	Staff confident in adapting phonics teaching for diverse learners.
Where required, purchase EYFS and KS1 appropriate assistive technology (talking tins, switch devices, reading pens).	SENDCo / HoS	Usage logs; pupil progress tracking	Young pupils can access learning independently.
Introduce small group interventions for pupils with early speech, language and communication needs.	SENDCo / EYFS Lead	Speech and language assessments; intervention records	Improved communication and early literacy outcomes.
Provide differentiated play-based resources in EYFS.	EYFS Lead / SENDCo	Classroom audits; EYFS progress checks	All pupils access play-based curriculum meaningfully.
Launch structured early number intervention for KS1 pupils with difficulties in maths.	Maths Lead / SENDCo	Assessment data; pupil progress	Targeted pupils improve number confidence and fluency.
Audit subject schemes of work for accessibility across KS1 and KS2.	Subject Leaders / SENDCo	Audit reports; lesson observations	Schemes reflect inclusive practice.
Train Teaching Assistants on supporting children with autism in EYFS and KS1 classrooms.	SENDCo	TA appraisals; classroom observations	Effective classroom support provided to pupils with autism.

Introduce visual timetables and pictorial task lists in all EYFS and KS1 classrooms.	Class Teachers	Learning walks; pupil feedback	Reduced anxiety and improved routine understanding for young pupils.
Pilot adapted early writing resources for pupils with fine motor skill difficulties.	EYFS Lead / Occupational Therapy input	Assessment data; teacher feedback	Increased writing engagement for targeted pupils.
Hold SEND parent workshops focusing on supporting learning at home.	SENDCo / Parent Liaison	Workshop attendance; parent feedback	Parents feel supported and able to contribute to learning.

Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Embed inclusive teaching strategies across all EYFS, KS1 and KS2 classrooms.	SENDCo / HoS	Learning walks; work scrutiny	Consistent inclusive practice across the school.
Expand intervention offer to include nurture groups for KS1 pupils with SEMH needs.	SENDCo / HoS	Behaviour data; intervention records	Improved wellbeing and learning readiness.
Introduce cross-curricular sensory provision for pupils with sensory processing needs.	SENDCo / EYFS Lead	Pupil progress; sensory resource usage logs	Improved engagement of pupils with sensory needs.
Provide training on supporting pupils with dyslexia at KS2.	Literacy Lead / SENDCo	Training evaluations; pupil progress data	Teachers adapt literacy teaching more effectively.
Ensure each classroom has an inclusive reading corner with accessible texts.	Literacy Lead / SENDCo	Classroom audits; reading assessments	All pupils can access a wide range of texts.

Establish structured transition from EYFS to KS1 for pupils with additional needs.	EYFS Lead / HoS	Transition records; parent feedback	Smooth and supportive transitions for pupils.
Develop inclusive after-school clubs to increase participation.	HoS / SENDCo	Participation records; pupil surveys	SEND pupils access enrichment opportunities.
Provide staff training on trauma-informed practice.	SENDCo	Training evaluations; behaviour data	Staff skilled in supporting pupils with SEMH needs.
Improve parental communication through regular SEND updates on school newsletter as appropriate.	SENDCo / Parent Liaison	Newsletter distribution; parent surveys	Parents feel informed and engaged.

Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Conduct comprehensive review of curriculum accessibility across all year groups.	Headteacher / LGB	Audit reports; Ofsted feedback	Fully accessible curriculum for all learners.
Ensure curriculum prepares SEND pupils for KS3 transitions.	Year 5/6 teacher / SENDCo	Secondary transition records; pupil voice	Smooth transition to secondary school.
Embed SEND strategies into all subject policies and schemes.	Subject Leaders / SENDCo	Policy reviews; SLT scrutiny	SEND provision consistent across the school.
Develop external partnerships with speech therapy, OT and health services.	SENDCo / HoS	Partnership records; pupil outcomes	Specialist support enhances provision.
Expand careers and aspiration work for KS2 SEND pupils.	Year 5/6 teacher / SENDCo	Programme evaluations; pupil voice	SEND pupils develop ambition for their futures.

Review and update Teaching and Learning Policy with accessibility focus.	HoS / LGB	Policy reviews; lesson observations	Accessibility embedded into teaching ethos.
Appoint SEND link governors for curriculum oversight.	LGB	Governor meeting minutes; SEND reports	Governance strengthened for SEND provision.
Develop parental SEND network to support community via regular informative coffee mornings.	SENDCo / Parent Liaison	Network attendance; feedback	Parents empowered to share support and advice.
Commission independent accessibility audit every 3 years.	Governors / SLT	Audit reports; action plans	Continuous improvement in accessibility provision.

5. Planning duty 2: Physical environment: Bredenbury Primary School

Short term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Audit EYFS outdoor areas to ensure safe and accessible play equipment.	EYFS Lead / Trust Estate Manager	Audit reports; pupil/parent feedback	All pupils can use outdoor play areas safely.
Repair uneven pathways and playground surfaces.	Trust Estate Manager	Premises inspections	Reduced risk of trips; wheelchair friendly surfaces.
Ensure all classrooms have flexible seating for EYFS and primary pupils.	SENDCo / Trust Estate Manager	Furniture audit records	Children with physical needs supported in class.
Install handrails and tactile markings as required.	Trust Estate Manager	Premises inspections	Improved safety for younger children.

Ensure accessible toilets are age-appropriate and clearly marked.	Trust Estate Manager / EYFS Lead	Facilities audit	Younger children can access toilets safely and independently.
Introduce quiet/sensory corners in classrooms for regulation.	Class Teachers / SENDCo	Learning walks; behaviour data	Pupils with SEMH needs supported in self-regulation.
Improve lighting in corridors and classrooms to support vision needs.	Trust Estate Manager	Lighting survey	Improved visibility for all pupils.
Repaint external steps and edges in bright colours.	Trust Estate Manager	Premises inspections	Accidents reduced; visually impaired supported.
Label classrooms and key areas with large print and symbols.	SENDCo / Trust Estate Manager	Accessibility audit feedback	EAL and SEND pupils navigate independently.
Check and maintain door closers for accessibility.	Trust Estate Manager	Maintenance logs	Doors easier for young children and wheelchair users.

Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Create sensory garden accessible to EYFS and KS1 pupils.	Trust Estate Manager / EYFS Lead	Premises inspections; pupil feedback	Outdoor learning enriched for all pupils.
Adapt playground equipment for accessibility (e.g., inclusive frames).	Trust Estate Manager / HoS	Playground audits	SEND pupils included in play opportunities.
Ensure EYFS classrooms have appropriate acoustic treatment.	Trust Estate Manager	Noise level surveys	Improved learning environment for children with hearing needs.
Improve playground zoning with quiet areas.	HoS / Trust Estate Manager	Playtime observations; pupil feedback	Children with SEMH needs supported at playtime.

Install pictorial signage across school.	SENDCo / EAL Coordinator	Audit reports	Improved accessibility for EAL and SEND pupils.
Provide staff training on maintaining accessible environments.	Trust Estate Manager / SENDCo	Training records; audits	Staff proactive in ensuring accessibility.
Develop accessible outdoor learning shelters.	EYFS Lead / Trust Estate Manager	Premises audits	Outdoor curriculum accessible in all weather.

Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure future building projects fully accessible at design stage.	Trust Board / Architects	Planning documentation	Accessibility built into long-term development.
Develop inclusive outdoor play areas across KS1 and KS2.	HoS / Trust Estate Manager	Premises inspections; surveys	All children benefit from inclusive play.
Improve fire alarm systems with visual and sound signals.	HoS / Trust Estate Manager	System testing logs	Inclusive safety provision for all children.
Introduce rolling programme of accessibility upgrades.	Trust Board / Trust Estate Manager	Capital works reports	Accessibility continuously improved.
Provide dedicated nurture/sensory room.	SENDCo / HoS	Usage records; pupil feedback	Pupils with additional needs supported effectively.

6. Planning duty 3: Information: Bredenbury Primary School

Short term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Provide newsletters and policies in large print, audio and pictorial versions.	Office Administrator	Request logs; parent feedback	Improved access to information for parents with additional needs.
Ensure school website meets Web Content Accessibility Guidelines (WCAG) 2.1 standards.	ICT Lead / Office Administrator	Website audits	Accessible website for parents and carers with disabilities.
Introduce visual home-school communication for EYFS pupils.	EYFS Lead / Class Teachers	Tapestry portal; parental feedback	Improved communication with parents of young children.
Provide bilingual newsletters for families with EAL on request.	HoS, Office Administrator	Translation records; parental feedback	Families with limited English engage fully with school life.
Offer parent surveys and forms in paper and digital formats.	Office Administrator	Survey returns; response rates	Increased engagement in school consultation.
Display posters with symbols to explain routines and rules.	SENDCo / Trust Estate Manager	Learning walks; pupil voice	Children understand expectations clearly.
Write reports in plain English and provide symbol-supported summaries for EYFS pupils.	Class Teachers	Report audits; parent feedback	Improved parental understanding of children's progress.

Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Train staff to communicate with parents using accessible formats.	HoS / Office Administrator	Training records; communication audits	Parents feel included and supported.
Create system for providing accessible assessment information.	Assessment Lead / SENDCo	Parent meetings; reports	Parents understand pupil progress regardless of needs.
Use dyslexia-friendly fonts and layouts in newsletters and homework sheets.	Office Administrator / Class Teachers	Document reviews	Children and parents with dyslexia access materials easily.
Add SEND and EYFS resources section to school website.	SENDCo / EYFS Lead	Website analytics; parent feedback	Parents of SEND and EYFS pupils access support more easily.
Ensure emergency alerts available by SMS, app, email and paper letters.	Office Administrator / HoS	System testing; parent feedback	All families receive urgent messages quickly.
Publish annual accessibility statement on communication.	HoS / LGB	Governor reports	School accountable for improving access to information.

Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure prospectus and policies designed in accessible formats on request.	Office Administrator / HoS	Document reviews; parent surveys	All families engage with official documents.
Ensure all ICT procurement meets accessibility standards.	ICT Lead / LGB	Procurement audits	Future systems always inclusive.

Provide braille and tactile versions of essential documents if relevant.	Office Administrator / SENDCo	Requests met; feedback	Blind and visually impaired families included.
Introduce school app with accessibility features (translation, voice-to-text).	ICT Lead / HoS	App analytics; surveys	Families access information flexibly.
Hold annual accessibility forum for parents and governors.	HoS / LGB	Forum minutes; actions tracked	Accessibility improved through consultation.
Work with local authority to align communication standards.	HoS / Office Administrator	Compliance checks; LA reports	Consistency across local schools.
Commission external accessibility audit of communication every 3 years.	Governors / HoS	Audit reports; follow-up actions	Continuous improvement in information access.

Monitoring and review

This plan will be reviewed at least annually, and in line with the published schedule at the front of this document and at any point material changes require it by the Head of School in collaboration with the Local Governing Body, the Trust Board and Executive and Senior Leadership.

Any changes made to the policy will be amended by the Head of School and will be communicated to Executive Leaders, the TCAT Central Team and to school-based staff.

The next scheduled review date for this policy is 31st August 2028.

Signed by:

_____ Head of School

Date: _____

Chair of Local Governing Body

Date:
