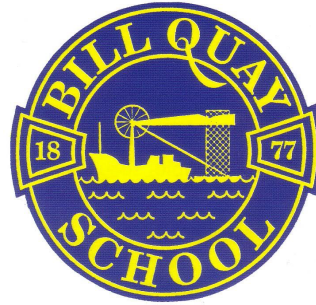


Bill Quay Primary School



Accessibility Plan

2026-2029

Under the Equality Act 2010, schools are required 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

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

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

At Bill Quay Primary School, our values reflect our commitment to a school where there are high expectations of all pupils and staff. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. Children are provided with high quality learning opportunities so that each child works to their potential. Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and met or supported in order to achieve success.

This Accessibility Plan is structured to complement and support the school's Equality Objectives, which are detailed on our website.

Bill Quay Primary School Accessibility Plan details how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame. It anticipates the need to make reasonable adjustments to accommodate pupil needs where practicable. It relates to the key aspects of the physical environment, curriculum and written information.

Our Accessibility Plan should be read in conjunction with our:

- Equality Duty
- Behaviour Policy

- Teaching and Learning Policy
- Health and Safety policy and Fire action plan
- School Development Plan
- Special Needs Policy
- Performance Management Policy
- Supporting Pupils with Medical Needs

Action Plan A - Improving Physical Access

| Ref | Key Issues | Recommendations | Time Scale | Cost | Date Completed |
|-----|---|--|------------|------|----------------|
| 1 | Ensure emergency evacuation plans are kept up to date for pupils, staff or visitors with disabilities. | Seek specialist support from external agencies when writing each plan. | Ongoing | Nil | |
| 2 | Signage: ensure an ASD friendly environment throughout the school. | Makaton signage around school is updated. Ensure all classes use a pictorial timetable on a daily basis. | Ongoing | Nil | |
| 3 | Ensure each learning space is a calm learning environment and there are quiet areas in each classroom for children to access. | Seek specialist advice on improving the listening environment across school through reducing noise and reverberation (reducing hard surfaces using displays and wall coverings, and adding noise absorbing materials). | Dec 26 | | |
| 4 | Ensure all classroom environments are in line with policy to support all children to access learning. | Use of consistent visuals across school. Tidy and organised. Planned and purposeful environments, considering table layouts, access to resources etc. | | | |

Action Plan B - Improving Curriculum Access

| Ref | Key Issues | Recommendations | Time Scale | Cost | Date Completed |
|-----|---|--|-------------|---|----------------|
| 1 | Resources should be adapted to the needs of pupils who require support to access the curriculum. | Ensure good practice is continued into the next year group. Teachers to meet and discuss specific needs for each child: what works well etc. Meet parents to discuss individual pupil needs and build relationships. | Ongoing. | Costs for cover of classes. | |
| 2 | Ensure staff are skilled and confident at adapting the curriculum to meet the needs of all pupils. | Support for ECTs in school through mentoring and coaching. Ongoing monitoring of teaching and learning. Develop Kagan structures throughout the school. Providing visual supports, enlarged prints, use of overlays etc. | Ongoing | training costs | |
| 3 | Ensure an individualised approach to transition for pupils with disability/SEND into the next year group and into secondary school. | Meetings with parents and staff. Opportunities to spend time in new class with support. Longer transition into EYFS, building gradually to meet pupils' needs. | End of year | Possible TA costs as they follow up the school. | |
| 4 | Develop existing provision for pupils with mental health difficulties. | SEMH audit. Cluster CPD funding. Continue to support member of staff trained in ELSA and provide time for delivery of programme. Training for x2 staff in THRIVE and use of THRIVE online assessment tool. | 25-26 | CPD training. | |

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|---|--|--|-----------|--|--|
| 5 | To ensure that all children feel involved at lunchtime play. | Continue to develop Opal play provision. Ensure resources are suitable for any children with disabilities. Use of play buddies to support children. Training for play buddies. | Summer 26 | | |
| 6 | Ensure that all educational visits are accessible to all. | Appropriate risk assessments are completed after venues are 'vetted' to ensure they are appropriate. Ensure appropriate plans/provision in place. | Summer 26 | | |

Action Plan C - Improving the Delivery of Written Information

| 1 | Availability of written material in alternative formats when specifically requested, especially for EAL families and those with visual impairments. | The school will make itself aware of the services available for converting written information into alternative formats. Documents will be available online so that those with vision. Use multi-lingual resources (e.g online translators) for EAL children and parents. | Ongoing | As & when | Not applicable | |
|---|---|---|-----------|-----------|-----------------|--|
| 2 | Promote the use of Class Dojo to EAL families using the built-in transition features for messages, posts and parent invitations. | The school will review formats publicized on school website - particularly for new parents to the school, in order to ensure accessibility for parents with English as an Additional Language. | Autumn 26 | Medium | Not applicable | |
| 3 | Ensure that parents/ carers who have a disability can receive information and reports by an alternative method | All parents / carers have appropriate access to the information the school shares. Seek views of parents on best method of communication. Specific arrangements made to meet identified needs | Ongoing | Medium | Not applicable. | |

This plan will be published on our school website.