Learning Together,
Growing Together

Bywell CE (C) Junior School

Accessibility Plan Policy

2026

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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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school Core Values of Friendship, Compassion, Peace, Justice and Endurance underpin our Christian ethos. These values are inclusive of all members of our school community.

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.

As a maintained school, we draw on Local Authority and any other available partnership support in implementing 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 the Senior Leadership Team and Governors.

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.

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** *Include established practice and practice under development*	**Objectives** *State short, medium and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.			Ms Z Adam	Ongoing throughout the 26/27 academic year	

	Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations			Ms Z Adam	Ongoing throughout the 26/27 academic year	
Introduction of disabled parking spot in main carpark	School is in the process of having a disabled car parking spot added to the school car park			Mr T Huffinley	ASAP	

4. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

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 (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Bywell is a single storey building.	None		
Corridor access	Corridors are accessible from each unit through doors that will fit a wheelchair through.	None		
Lifts	N/A			
Parking bays	We do not currently have any disabled parking bays.	School has the capacity to create a disabled parking bay if required.		
Entrances	There is ramp access into the building from the Year 6 entrance (left of the main office) and from the Year 4 entrance.	New Year 6 ramp access installed Summer 2023.		

Ramps	See above.			
Toilets	There is a disabled toilet in the new modular building and an ambulant disabled cubicle in each unit.	Toilet refurb completed Summer 2023. Ambulant disabled cubicle added to each unit.		
Reception area	Surface outside of main office was re-laid to provide access into main office.	None		
Internal/External signage	External signage pointing towards accessible school entrance from pedestrian path/entrance.			
Emergency escape routes	Corridor emergency escape routes lit by emergency lighting.			

This policy was updated Summer 2026.