



Accessibility Policy

Signed by Headteacher: *A Hughes*

Signed by Chair of Governors: *David Bradley*

Date of Approval: March 2025

Date for review: March 2028



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.

Vision and values

Bitterne Manor Primary School has high ambition for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school will:

- ✓ Set suitable learning challenges
- ✓ Respond to pupils diverse needs
- ✓ Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

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, this includes support from Southampton Outreach Advisory Service, Specialist Teacher Advisors, Occupational Therapists, Physiotherapists, Speech and Language Therapist and Educational Psychologists. 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.

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.

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
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Layout of the classroom • Positioning of children within the classroom • Increased amount of Disabled parking bays • Disabled toilets and changing facilities • Library books available on the ground floor • Matching classroom space to needs of the children, i.e. classroom without pillars for wheelchair users. • Astro turf on the school field to allow for all year-round access 	<p>Continued development of the sensory room</p> <p>Ensure outside path leading into school is smooth, flat and slip resistant</p>	<p>Liaise with outside agencies (SAOS) and alternative provisions to ensure the sensory room is meeting the sensory needs of individual pupils.</p> <p>Resurfacing of outside path leading into the school</p>	<p>SENDCo</p> <p>Site manager</p>	<p>January 2026</p> <p>January 2026</p>	<p>Sensory room to be resourced adequately to meet the sensory needs of children. Identified children to be accessing it on a regular basis as part of their everyday provision.</p> <p>Path to be accessible to all, regardless of disability</p>

	<ul style="list-style-type: none"> • Smart boards in classrooms and increased number of laptops • Increased use of sensory resources e.g. wobble cushions • Space for sensory room has been established and is being developed 					
To overcome barriers to learning and improve provision for pupils with the most complex needs	<ul style="list-style-type: none"> • Layout of the classroom • Positioning of children within the classroom • Disabled toilets and changing facilities • Matching classroom space to needs of the children, i.e. classroom without pillars for wheelchair users. • Increased use of sensory resources e.g. wobble cushions • Space for sensory room has been established and is being developed • Children with complex needs have/ are being supported by SAOS • Makaton training for all support staff 	Development of alternative provision within the school	<p>Meeting to be held with LA to discuss development of alternative provision</p> <p>Visits to alternative provisions across the city.</p> <p>Increased training opportunities for staff to ensure they have the required skill set to deliver alternative provision</p>	SENDCo/ HT	January 2026	Alternative provision to be established for pupils with the most complex needs. Alternative curriculum and assessment process to be fully embedded. Key staff to have received relevant training to ensure the needs of the most complex children can be met

	<ul style="list-style-type: none"> Adaptive Teaching Strategies training for all staff Attention Autism and Curiosity training for key members of staff 					
Improve parent and pupil access to information.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Clear labelling or resources Large print resources Induction loops Pictorial or symbolic representations, where appropriate Task boards Communication cards Social stories Support from outside agencies as required Signs are now consistent throughout the school All staff have access to Widget Whole school set of PECs symbols developed and worn on staff lanyards 	<p>Improve the use of signage throughout the school to ensure it is accessible to all parents and pupils</p> <p>All parents and pupils, regardless of disability, to be able to access key information.</p>	<p>Liaise with specialist teacher advisors to accommodate for parents and pupils with visual impairments</p> <p>Accessibility parent survey to review current communication systems in place and to inform next steps Creation of audio versions of key information on the school website. Investigate translation of key information for parents with EAL</p>	<p>SENDCo</p> <p>SLT</p>	<p>Jan 2026</p> <p>Jan 2026</p>	<p>Increased use of pictorial signage to ensure they are accessible to all regardless of disability or first language. Signs to be uniform throughout the school and at an accessible height for all.</p> <p>Key school information to be accessible to all, regardless of disability. School website will include audio recordings/ translation of key information.</p>

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 full governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Intimate care policy
- PSHE policy
- SRE policy
- RE policy
- Collective worship policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				