BREACHWOOD GREEN SCHOOL

ACCESSIBILITY PLAN

Believe and Achieve

Approved by:	Resources Committee	**Date:** Autumn 2026
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2029	
Based on	Based on The Key Model February 2026	

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Contents

1. Aims 2
2. Legislation and guidance 2
3. Action plan: 2026 - 2029 4
4. Monitoring arrangements 10
5. Links with other policies 10

---

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school 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

Breachwood Green JMI School aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our approach to accessibility and inclusion is underpinned by our PRIDE values:

Potential – We believe every child has unique strengths and talents. We are committed to removing barriers so that all pupils can recognise and achieve great things.

Resilience – We support pupils to overcome challenges with confidence and optimism, ensuring that appropriate adjustments and support enable everyone to succeed.

Integrity – We foster a culture of respect, kindness and fairness, where everyone is treated with dignity and where discrimination is actively challenged.

Discovery – We encourage curiosity and a love of learning by creating accessible environments and experiences that enable all pupils to participate fully in school life.

Equity – We recognise that children do not all start from the same place and that some require different support, resources or adjustments to achieve success. We are committed to providing these where needed so that every individual has an equal opportunity to make the most of their lives and talents.

Through these values, we aim to create an environment where diversity is celebrated, inclusion is embedded in all aspects of school life, and every member of our community feels they belong.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 Key Support Services Ltd | thekeysupport.com/terms

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

© The Key Support Services Ltd | thekeysupport.com/terms

3. Action plan: 2026 - 2029

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	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	Provide training for relevant staff in the effective use of visual supports to improve accessibility, communication and inclusion for all pupils, particularly those with SEND.	• Provide training for relevant staff on the effective use of visual supports to meet pupils' communication, learning and accessibility needs. • Develop and implement a consistent approach to the use of visual supports across classrooms and shared areas of the school. • Identify pupils who would benefit from visual supports and ensure appropriate resources are in place to promote independence and access to learning. • Provide staff with guidance, resources and ongoing support to increase confidence in using visual strategies effectively. • Monitor the implementation and impact of visual supports through learning walks, observations and pupil voice activities, adapting practice where necessary to improve accessibility and inclusion.	SENCo	Ongoing	• 100% of relevant staff have received training in the use of visual supports. • Visual supports are used consistently in classrooms and around the school where appropriate. • Pupils who require visual supports demonstrate increased independence in following routines and accessing learning. • Staff report increased confidence in using visual strategies to support pupils' needs. • Monitoring and learning walks show that visual supports are being used effectively to promote inclusion and accessibility.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs	Ensure all staff are aware of pupils' individual needs and how to support these	• Allocate dedicated time for staff to read and familiarise themselves with pupils' personal plans. • Ensure personal plans are regularly updated and easily accessible to relevant staff. • Require class teachers to attend and contribute to SEN review meetings. • Share key strategies and updates through staff meetings and briefings. • Monitor the implementation of agreed support strategies through observations, learning walks and provision reviews. • Evaluate staff understanding and confidence through discussion and feedback.	SENCo Teachers/ SENco SENCo SENCo SENCo SENCo	Beginning of each term Termly Termly Ongoing Half Termly Ongoing	• All teaching and support staff have read and understood the personal plans for pupils they work with. • Staff demonstrate a secure understanding of pupils' individual needs and the strategies required to support them. • Class teachers attend and contribute to SEN review meetings for pupils in their class. • Support strategies identified in personal plans are consistently implemented across the school. • Pupil voice, parent feedback and monitoring indicate that pupils' needs are well understood and effectively supported. • Staff report increased confidence in meeting the needs of pupils with SEND.

© The Key Support Services Ltd | thekeysupport.com/terms

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• The curriculum is reviewed to make sure it meets the needs of all pupils • Teachers are part of SEN reviews	Ensure reasonable adjustments are used consistently for pupils	• Deliver training for all staff on reasonable adjustments and inclusive practice. • Ensure information about required reasonable adjustments is shared with all relevant staff. • Monitor the implementation of reasonable adjustments through learning walks, observations and provision reviews. • Provide feedback and support to staff where further development is required. • Review the effectiveness of reasonable adjustments through pupil progress, pupil voice and parent feedback.	SENCo SENCo/ Teachers SENCo SENCo SENCo	Ongoing Ongoing Half termly As required Termly	• All staff have received training on reasonable adjustments and understand their responsibilities in implementing them. • Reasonable adjustments identified for individual pupils are consistently applied across classrooms and school activities. • Monitoring demonstrates that agreed adjustments are evident in practice and support pupils to access learning successfully. • Staff are confident in identifying and implementing appropriate reasonable adjustments to meet pupils' needs. • Pupil voice and parent feedback indicate that pupils feel supported and able to participate fully in school life. • Provision reviews and learning walks show that reasonable adjustments are improving access, engagement and inclusion for pupils with additional needs.

© The Key Support Services Ltd | thekeysupport.com/terms

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The school is adapted to pupils with needs: • Ramps • Disabled toilet • Adapted seating • Corridor width	To ensure that the school's physical environment remains accessible and adaptable to meet the needs of current and future pupils, staff and visitors with disabilities.	• Review the accessibility of the school site annually, considering the potential needs of future pupils, staff and visitors with a range of physical, sensory and medical needs. • Consult with parents, external professionals and the Local Authority as part of transition and admissions processes to identify any physical adaptations that may be required. • Include accessibility considerations in all premises development, refurbishment and maintenance projects. • Conduct regular audits of classrooms, outdoor areas and communal spaces to identify and remove potential barriers to access. • Ensure that routes around the school, including entrances, classrooms, toilets and outdoor learning areas, remain safe, accessible and clearly signposted.	SENCo/ Govs SENCo SENCO/ Govs SENCo/ Teachers All staff	Annually Summer Term Ongoing Termly Ongoing	• The school is able to accommodate the needs of new pupils with disabilities through timely and appropriate environmental adaptations. • Accessibility is routinely considered and documented as part of premises planning and improvement projects. • Potential barriers to access are identified and addressed before they have a significant impact on pupils, staff or visitors. • Physical adaptations recommended by external professionals are implemented where reasonable and practical. • Parents, pupils and visitors report that the school environment is welcoming and accessible.

© The Key Support Services Ltd | thekeysupport.com/terms

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible as required. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Paper and electronic copies of documents • Hybrid meetings with parents – Teams or in person • Alternative timings for parent presentations/workshops	Increase the use of the school website as a key communication tool, ensuring parents can easily access timely, relevant and up-to-date information about school life, events and learning.	• Establish a regular schedule for updating website news, class pages and key information. • Promote the website through newsletters, emails and social media as the primary source of school information. • Ensure all statutory and general information is up to date and easy to navigate. • Regularly share learning highlights, achievements, events and important announcements on the website. • Gather parent feedback on the accessibility, usability and content of the website. • Monitor website traffic and engagement to identify areas for improvement.	HT/Office Manager HT HT/Gov HT/Office Manager HT HT	Jan 27 Ongoing Ongoing Jan 27 – ongoing Spring 27 Spring 27	• Website content is updated regularly and reflects current school information and events. • Parent surveys indicate increased awareness and use of the school website. • Parents report that they can easily find the information they need on the website. • Website analytics show an increase in visits, page views and engagement over the course of the plan. • Key communications are consistently shared through the website and accessed by parents. • The website is recognised by parents as a trusted and accessible source of school information.

© The Key Support Services Ltd | thekeysupport.com/terms

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
additional support to meet the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any	The school provides opportunities for pupils to attend Breakfast Club and Afterschool club to support the needs of both parents and pupils.	To further support the needs of families of young carers	• Make reasonable adjustments to timetable to meet the needs of individual families e.g. start/finish times • Continue to work with external agencies and ensure advice given is acted upon in a timely manner • Ensure early identification of young carers • Increase staff awareness of young carers and services available	DSL DSL/ Teachers DSL DSL	As required AS required Ongoing Termly	• All referrals, recommendations and advice from external agencies are actioned within agreed timescales and records demonstrate effective multi-agency working. • Young carers are identified at an early stage through established school processes, resulting in an increase in the number of identified young carers receiving support where needed. • Staff demonstrate increased awareness and understanding of the needs of young carers, evidenced through training records, staff surveys and consistent application of support strategies. • Information about young carers and available support services is readily accessible to staff, pupils and families.

© The Key Support Services Ltd | thekeysupport.com/terms

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by headteacher and Resources Committee.

It will be approved by the Resources Committee.

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

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms