



**BYFIELD SCHOOL**

PART OF STOWE VALLEY MULTI ACADEMY TRUST

# Accessibility plan

## Byfield Primary School

<b>Approved by:</b>	David Hibbert Heather Hiscox	<b>Date:</b> 11.11.26
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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 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

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 Vision and Mission Statement applies to the whole school, and it is through this same Ethos we support children with disabilities and SEN:**

*Byfield is a friendly school where everybody is caring and welcoming. We provide children with inspiring learning opportunities and ensure children are encouraged, supported and challenged so they develop a love of learning. At Byfield we believe that every child is entitled to become a confident, independent, well-rounded individual who is equipped with all the skills to lead a successful and rewarding life. Children at Byfield are confident to face challenges, believe in themselves and are proud of their achievements.*



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.

The School's accessibility plan is overseen by the Trust Board of Stowe Valley MAT.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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 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.

This policy complies with our funding agreement and articles of association.

### **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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated and adapted curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils and reflects the demographic that it serves</li> <li>• Subject overview maps consider adaptations for children with disabilities</li> <li>• Subject leaders are able to talk about how their subject is adapted for learners with disability.</li> </ul>	<p>To ensure all children have access to a broad and balanced curriculum.</p> <p>To ensure targets are set and progress is tracked towards these termly.</p> <p>To ensure support and resourcing meet the needs of all children.</p>	<p>Establish a termly curriculum accessibility review led by the SENDCo and subject coordinators.</p> <p>Use pupil progress data and learning walks to identify barriers to access.</p> <p>Create a curriculum accessibility checklist for teachers to use during planning.</p> <p>Involve pupils with SEND and their families in feedback sessions about curriculum access – parent view.</p> <p>Ensure curriculum content is representative of protected characteristics.</p> <p>Use external assessments to inform personalised learning plans.</p> <p>Ensure all new staff have their SEN induction</p>	<p>Head teacher</p> <p>SENCO</p>	<p>Ongoing</p>	<p>All pupils make good progress from their starting points</p> <p>Parental feedback about pupils access to the curriculum will be positive</p> <p>Pupil voice about their enjoyment of the curriculum will be positive.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Byfield is an older school with some accessibility already in place.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Some ramps where there are steps which means site could be accessible for a wheelchair user.</li> <li>• Corridor width is appropriate for a wheelchair user.</li> <li>• Disabled toilets for adults and pupils</li> </ul>	<p>To embed accessibility into policy to ensure that all future procurement is made with accessibility in mind.</p> <p>To consider height adjustable resourcing if needed.</p>	<p>PEEP/JEEPs to be written for all pupils where this is needed.</p> <p>Yearly fire evacuation and lockdown procedures.</p> <p>Maintain a rolling programme of physical environment reviews.</p> <p>Identify immediate barriers for pupils with mobility, sensory, or neurodiverse needs.</p>	<p>Estates Inclusion team SLT</p>	<p>Ongoing</p>	<p>Practice evacuations will be timely and safe</p> <p>Pupil voice will show children feel safe and understand how to access their environment</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations (Widget)</li> <li>• Paper copies of letters/policies where applicable</li> <li>• Interpreters where appropriate</li> </ul>	<p>Ensure all staff are aware and trained in the schools communication methods</p> <p>To develop communication friendly environments in all school spaces</p>	<p>Engage with specialists to look at other accessible communication techniques.</p> <p>Implement non-negotiables in all the classrooms in terms of communications.</p> <p>Induction Loops are being investigated across the Trust.</p>	<p>Estates Inclusion team SLT</p>	<p>ongoing</p>	<p>Practice evacuations will be timely and safe</p> <p>Pupil voice will show children feel safe and understand how to access their environment</p>

## **4. Monitoring arrangements**

This document will be reviewed every annually with the Director of Inclusion during one of the school's visits. It may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo, Headteacher & Director of Inclusion.

It will be approved by The Trust Board.

## **5. Links with other policies**

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

- Risk assessments and policies
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy and Information Report
- Supporting pupils with medical conditions policy