

Accessibility plan

Bishop's Itchington Primary School



Approved by:

Governors

Date: September 2026

Next review due by:

September 2028

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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. At Bishop's Itchington Primary School, equality and inclusion are at the heart of our vision for every child. We believe that every pupil is unique, valued and entitled to the same opportunities to learn, achieve and thrive, regardless of their background, ability, gender, ethnicity, religion, disability or family circumstances

Through our school values of RESPECT, INTEGRITY, SUSTAINABILITY and EMPATHY, we promote a culture of respect, kindness, acceptance and belonging. We aim to create a welcoming environment where diversity is celebrated and where children learn to understand, appreciate and value differences in others. We encourage all members of our school community to treat one another fairly and with dignity.

We are committed to:

- Ensuring all pupils have equal access to high-quality learning opportunities.
- Removing barriers that may prevent children from participating fully in school life.
- Identifying and supporting pupils with additional needs, including those with SEND, as early as possible.
- Promoting positive relationships and challenging discrimination, prejudice and bullying in all its forms.
- Working in partnership with families, staff, governors and external agencies to secure the best outcomes for every child.
- Fostering an atmosphere of encouragement, acceptance and respect, where all achievements are recognised and celebrated.

As part of Stowe Valley Multi Academy Trust, we are committed to ensuring that all children can fully participate in the curriculum and wider school community. We strive to develop confident, respectful and compassionate learners who understand the importance of equality, inclusion and mutual respect in modern Britain.

Through these principles, we aim to ensure that every child feels safe, valued, included and empowered to reach their full potential.

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 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.

Draft - to be approved by Governors

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
Access to Curriculum Increase access to the curriculum for pupils with a disability	The school offers a curriculum for all pupils through adaptive teaching and adjustments in equipment and approaches to support all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Assemblies regularly feature a range of disabilities e.g. Guide Dogs for the blind, physical disability, inclusion. PSHE lessons promote inclusion Inclusion Policy Induction processes include adjustments for disabilities. Targets are set effectively and are appropriate for pupils with additional needs.	Ensure that curriculum resources include examples of people with disabilities. Continue to monitor needs as pupils join the school Continue to raise awareness and acceptance among pupils	Raise awareness with all staff. Each subject leader to ensure existing resources represent diversity. Continue with assemblies and education around diversity. Again, invite wheelchair basketball team into school for children to participate in.	Jacky Sykes and Kelly Ilsley	On-going	SLT to monitor

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 environment is adapted to the needs of pupils as required. This includes: • Complete wheelchair access • Ramps • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Low handrails on steps • Hygiene suite with height-adjustable bed.	Continue to monitor needs as pupils join the school				
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Positioning of pupils in class to support their disability.	Continue to monitor needs as pupils join the school				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Foster support, tolerance and understanding for pupils with invisible disabilities. Children with Autistic Spectrum Disorder (ASD) or ADHD or those with undiagnosed.	Positive Behaviour Policy whereby children's behaviours are understood and supported. Assemblies to promote awareness of mental health and difficulties children may have controlling their emotions. Proactive support for parents and pupils through practical advice, referrals to external agencies and NHS, quick assessment to identify need, good communication between school and families.	To continue to raise pupil awareness of neurodiversity for themselves or others so tolerance and understanding can be raised.	Repeat assemblies on neurodiversity to Key Stage 2 children.	Jacky Sykes – implemented by Mrs. Saunders.	Sept 27	SLT to monitor

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 Head Teacher and will be approved by the governing body.

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

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