



Bletchingley Village
Primary School

ACCESSIBILITY PLAN
2025-2028

We believe this Accessibility Plan complies with current legislation and requirements set out in Schedule 10 (Disability) of the Equality Act 2010. The School Governors are responsible for overseeing its implementation, as well as reviewing and reporting on progress within the required timeframe.

- The Bletchingley Village Primary School and Nursery Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with stakeholders across the school and will advise other school planning documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Bletchingley Village Primary School and Nursery plans to increase the accessibility of provision for all stakeholders. The Accessibility Plan will contain relevant actions to:
 - Improve access to the school's physical environment by making appropriate adaptations and adding specialist facilities where necessary. This includes enhancing buildings and spaces within the school, as well as providing physical aids to support pupils in accessing education effectively.
 - Improve access to the curriculum for pupils with disabilities by adapting and extending provision where needed, so that they are equally well prepared for life as their peers. This includes teaching and learning, as well as the wider life of the school, such as participation in after-school clubs, leisure and cultural activities, and educational visits. It also includes providing specialist resources, auxiliary aids, and equipment to support pupils in accessing the curriculum fully
 - Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities. This may include providing materials such as handouts, leaflets, and school information in alternative accessible formats. These will be made available within a reasonable timeframe to ensure equal access to information.
- Whole school training will recognise the need to continue to acknowledge and raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Accessibility Policy
 - Behaviour for Learning Policy
 - Equalities Policy
 - SEND Policy
 - Special Educational Needs Information Report
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- The Accessibility Plan will be published on the school website.
 - The Accessibility Plan will be monitored and reviewed by the Governing Body.
 - The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Improve access to the school's physical environment at Bletchingley Village Primary School and Nursery				
Target	Strategy	Timescale	Lead	Success Criteria
To enhance access around the building, with a particular focus on stair wells.	Addition of yellow safety tape to the edges of all stairs in the building to make each step more visible.	Ongoing	Premises assistant	Stairwells in the school building will become safer.
To enhance access around the building, with a particular focus on stair wells.	To add a grab rail to support safer travel on the staircase where possible.	Ongoing	Premises assistant	Stairwells in the school building will become safer.

Improve access to the curriculum for pupils with disabilities at Bletchingley Village Primary School and Nursery				
Target	Strategy	Timescale	Lead	Success Criteria
Training for teachers on differentiating the curriculum, for example, with developing adapted methods of record.	Staff voice to identify training requirements.	Ongoing	SLT / SENCO	Teachers are increasingly able to meet the needs of children with disabilities so that they can access the curriculum.
Training, implementation and availability of resources and provision for children with a range of SEN needs.	Details included on the whole school provision map and SEN information document.	Ongoing	SENCO	Pupils have access to resources which will enable them to access the curriculum and support their specific needs.
Training for staff in identification of, and teaching of, children with needs including Autism, SLCN and other specific learning difficulties.	Staff voice to identify training requirements. Training and support from external agencies, as and when appropriate.	Ongoing	SENCO	Staff have wider knowledge of how to support children with Autism, SLCN and specific learning difficulties.
Ensure all children on the SEND register have planned provision in place.	ILPs are up to date and interlink with Section F of EHCPs, as appropriate. ILPs form a key part of the APDR process for all staff.	Ongoing	SENCO	Effective provision is in place for all pupils with SEN and this is visible in their learning of the curriculum.

				Provision maps and ILPs are in place to support the needs of individual pupils.
Review of TA deployment to meet the needs of children with SEN and disabilities.	<p>Adult support is available during the key times that children will need support.</p> <p>TAs to liaise with class teacher and SENCO regarding resources needed to meet the needs of the children they are supporting.</p> <p>Ongoing training for TAs to ensure they are confident in meeting the needs of the children they are supporting.</p>	Ongoing – reviewed regularly	Head teacher / SENCO	Additional support and enhanced ratios are available for children who require additional adult support, as appropriate.

Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities at Bletchingley Village Primary School and Nursery				
Target	Strategy	Timescale	Lead	Success Criteria
The school to ensure use of electronic methods of communicating with parents.	<p>The school is knowledgeable about different methods and decided on the best practice.</p> <p>Stakeholder voice is taken into account when deciding best practice.</p>	Ongoing	Office team	The school has electronic reporting methods in place.
Increased awareness of the need for effective communication systems for all staff.	<p>Staff training.</p> <p>Regular TA training.</p>	Ongoing	SLT	Communication is more effective across the school.
Availability of written material in alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Office team	School communications and information are readily accessible for children with disabilities and their families.

<p>Survey parents/ carers as to the quality of communication to seek their opinions as to how to improve.</p>	<p>Send out survey to parents/carers regarding quality of communication.</p>	<p>Annual</p>	<p>Head teacher</p>	<p>School understand the opinions and views of the school community and acts on this as necessary.</p>
<p>Ensure information regarding SEN and disability is available to all stakeholders.</p>	<p>Publish SEN information report on school website.</p> <p>Provide training and information for parents on how to support their child with SEN.</p>	<p>Annual</p>	<p>SENCO</p>	<p>The school community have access to wider information about SEND.</p>