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Benjamin Adlard Primary Accessibility Plan

Date: 16.11.26

Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We understand that ensuring every child accesses Inclusive High Quality First Teaching is fundamental to good outcomes for our students. One of our mottos within the Anthem Schools Trust is ***"Every Student, Every Lesson, All the time."***



Purpose

This Accessibility Plan is designed to ensure that Benjamin Adlard Primary complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all students, staff, parents/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Inclusive High Quality First Teaching in lessons, and all aspects of the school day, including those with disabilities and special educational needs.

Key Objectives of the Accessibility Plan:

- to increase the extent to which all students, including those with SEND, can participate in the school curriculum
- to improve the physical environment of Benjamin Adlard Primary to increase the extent to which students, staff and visitors with a disability can access provision within the school
- to improve communication to students and parents/carers.

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 and trusts 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 and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. This can include, for example, the provision of an auxiliary aid (for example, special equipment, material, or staff support) or adjustments to premises.

This policy complies with our funding agreement and Articles of Association.

Duties on the school

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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to students with disabilities

The Accessibility Plan needs to be reviewed by the school every three years, and it must be published in an easily accessible location such as the school's website. It is also available in large print or other accessible formats if required.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39).
Equality_Act_Advice_Final.pdf (publishing.service.gov.uk)

We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

Planning duties

This section outlines the main activities which Benjamin Adlard Primary undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

1) Increasing the extent to which disabled students can participate in the school curriculum.

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

2) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services.'

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

3) Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- Modified examination papers
- Modified resource and support material
- ICT facilities

Communication with parents and carers

In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the school to provide full information about any disabilities, special educational need, or other relevant information about their child(ren).

Accessibility Audit

At Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium, or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents/carers.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates, as necessary.

The Director of Education will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every three years.

Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Health & Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report (or from January 2027, the school's Inclusion strategy)
- SEND Policy
- Administration of Medicines and Supporting Students with Medical Conditions Policy

Appendix 1: Accessibility Audit

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? *e.g. training need, policy change, documentation, physical environment, communication, resources required*	Transfer to the accessibility plan?
1.1 Do we promote belonging for every student and is everyone made to feel welcome, including those with Special Educational Needs and / or disabilities?	Disabled Parking Ramp entrance Signage Disabled toilet Markings on steps for VI	Step in and out of most classrooms Steps between KS1 and KS2 playground	Physical environment	
1.2 Are there high expectations for every student and all staff?	Inclusive curriculum	None	NA	
1.3 Do staff, Anthem Community Councils and students share and promote a strong culture of inclusion?	Inclusive Curriculum Reasonable adjustments	None	NA	
1.4 Are all students equally valued?	PSHE curriculum Inclusivity	None	NA	

1.5 Do staff seek to remove all barriers to learning and participation?	Enlarged font Painted yellow lines on steps	None	NA	
1.6 Are lessons made accessible to all students?	Adaptations Reasonable adjustments Aids/Resources	None	NA	
1.7 Are support staff used effectively to positively impact on student outcomes?	Performance Management Training Strengths	None	NA	

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? *e.g. training need, policy change, documentation, physical environment, communication, resources required*	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Sensory Education Support Service train staff Epilepsy nurse training Diabetic nurse training Occupational Therapist trains staff	none	NA	
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with a disability?	As above Plus in school CPD from leaders	none	NA	
2.3 Are your staff aware of how classrooms should be optimally organised for students with a disability?	VI student recommendations from SESS	none	NA	
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Sensory Circuit Training ASD Progression Framework Training Neuro-Diverse needs Attention Autism Identiplay	none	NA	

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? *e.g. training need, policy change, documentation, physical environment, communication, resources required*	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services, and facilities?	Website Local PAACT group AEM LPCF Shared by SENDCo with families	Parent mental health Transport when not local	Local agenda	
3.2 Do you provide access to computer technology appropriate for students and adults with disabilities?	Where required			
3.3 Do you provide access to internet resources appropriate for students and adults with disabilities?	Where required			
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for students and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Enlarged print Specialist books and pens Laptop paired to board Ipad to photograph instructions	none		

	RNIB book share and shop			
3.5 Do you have the facilities to produce written information in a variety of font sizes?	As above	none		
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	As above	none		

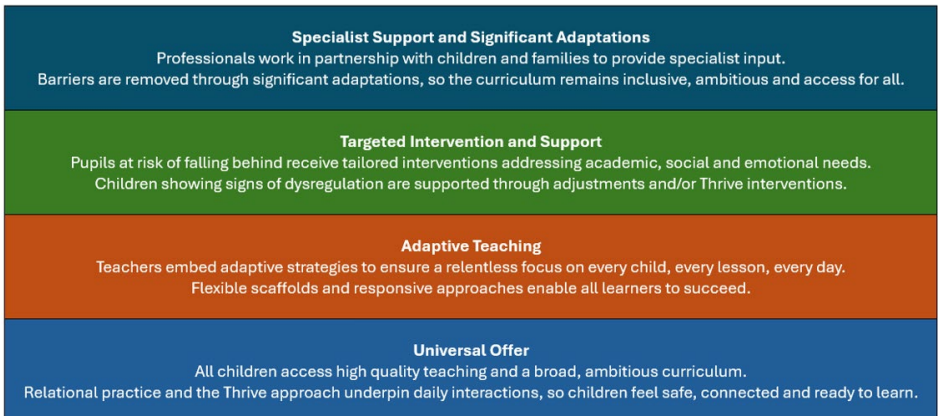
Questions to ask	**Evidence of current good practice**	**Issues identified / Barrier to access**	**What sort of issue is it?** *e.g. training, policy, documentation, physical environment, communication*	**Transfer to the accessibility plan?**
4. The physical environment *Consider all the areas to which students should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground, and common rooms.*				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for students and adults who use wheelchairs?	Ramp in EY area Y1 class moved to accommodate needs (close to toilets, no step into class) Steps to Roots	Several doorways not wide enough Steps into classes Steps on playground Steps to Y5 and Y6	Physical environment	

4.2 Are toilet facilities and showers accessible to wheelchair users?	One disabled toilet in EY area.	No hand rail	Space and Plumbing	
	One shower	No hygiene suite for pupils who are older than EY but soiling		
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Parking space for disabled Ramp access to school	Some parts of school not accessible by wheelchair	Physical	
4.4 Is there any decor which may be confusing or disorientating for students and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	Bright colours used to mark any trip hazards inside and outside	none	NA	
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	Signage clear	none	NA	

4.6 Is there accessible storage to enable students and adults with a disability to access aids and equipment?	Students encouraged independently manage their resources	none	NA	
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	Radio aids used by specific pupils Carpeted rooms Curtains	High ceilings in classes and practical areas	Physical	
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?				
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?				

Appendix 2: Accessibility Plan template

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

Aim: Increase access to the curriculum for students with a disability	
Current Good Practice	Access for All Approach  • Our school offers adjustments and adaptations where required • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs
Objectives	**Short term** • Develop the expertise and confidence of Early Career Teachers in adapting teaching and learning to ensure pupils with disabilities can access the full curriculum. **Medium term** • Establish the school as a centre of excellence for inclusive practice by sharing effective approaches through EYFS and Inclusion Showcase events and collaborative work with other schools. **Long term** • Become the recognised flagship school within the Trust and across Lincolnshire for curriculum accessibility, inclusion and expertise in meeting the needs of pupils with disabilities.
Actions to be taken	• Deliver ongoing CPD focused on adaptive teaching, reasonable adjustments and curriculum accessibility. • Provide coaching, mentoring and quality assurance to strengthen inclusive classroom practice, particularly for early career teachers.

	• Share effective inclusion and EYFS practice through showcase events, school visits and collaboration with other schools. • Develop staff expertise to lead professional development across the Trust and wider Lincolnshire education community. • Monitor the participation, engagement and achievement of pupils with disabilities to ensure all learners can access the full curriculum.
Person responsible	Luke Lovelidge (Headteacher) Sarah Hardy (Teaching and Learning Lead) Debbie Glover (Assistant Headteacher/ SENDco)
Date to complete actions by	September 2028
Success criteria	• Lesson observations and learning walks demonstrate consistently strong adaptive teaching and inclusive classroom practice across all year groups. • The school successfully delivers annual EYFS and Inclusion Showcase events, with positive feedback from visiting leaders and schools. • The participation, engagement and attainment of pupils with disabilities show sustained improvement, and the school is recognised within the Trust and wider Lincolnshire community as a centre of excellence for inclusion and curriculum accessibility.

Aim: Improve and maintain access to the physical environment	
Current Good Practice	• Disabled toilet • Ramped entrance • Level floor access • Handrails at entrances • Wide, accessible corridors • Ramped access to Early Years provision • Disabled parking bay • Step-free access throughout the school site • Accessible routes between learning areas • Safe and inclusive outdoor access points
Objectives	**Short term** • Develop and enhance sensory provision through the creation and effective use of a sensory room to support pupils with sensory processing and regulation needs. **Medium term**

	• Further develop the EYFS learning environment to improve accessibility, independence and engagement for children from the age of two. **Long term** • Enhance EYFS toilet facilities to ensure they are fully accessible, inclusive and suitable for all children's needs.
Actions to be taken	• Develop and equip a sensory room to support pupils with sensory and regulation needs. • Audit and enhance the EYFS environment to improve accessibility for children from age two. • Invest in age-appropriate and accessible resources to support inclusive play and learning. • Review and improve EYFS toilet facilities to ensure they meet the needs of all children. • Seek pupil, parent and specialist professional feedback to inform future improvements.
Person responsible	Luke Lovelidge (Headteacher) Ceri Royston-German (Deputy Headteacher / EYFS Lead) Debbie Glover (Assistant Headteacher/ SENDco) Oliver Burford (Regional Estates Manager)
Date to complete actions by	July 2029
Success criteria	• A sensory room is established and used effectively to support pupils' sensory and regulation needs. • The EYFS environment provides improved access, independence and engagement for children from age two. • EYFS toilet facilities are enhanced and accessible to all children, including those with additional needs. • Feedback from pupils, parents and professionals is positive regarding the accessibility of the learning environment. • The school environment enables all children to participate fully and independently in learning and play opportunities.

Aim: Improve the delivery of information to students with a disability	
Current Good Practice	• Dual coding • Clear internal signage • Large-print resources where required • Chunking of information and tasks • Repetitive language and routines • Visual aids and widgets

	• Adaptive teaching strategies • Reasonable adjustments for individual pupils • Visual timetables where appropriate • Use of symbols and images to support understanding
Objectives	**Short term** • Develop the confidence and expertise of teachers early in their careers to deliver information effectively and accessibly for pupils with SEND. **Medium term** • Build a highly skilled teaching team that consistently delivers high-quality, accessible teaching and communication for pupils with SEND. **Long term** Ensure that pupils with SEND and their families receive clear, accurate and accessible information through effective communication systems and practices.
Actions to be taken	• Deliver training on adaptive teaching, dual coding and communication strategies for SEND. • Provide coaching and support for early career teachers. • Share and embed best practice across the school through monitoring and professional development. • Review and improve the accessibility of written and verbal communication for pupils and families. • Utilise a range of communication methods, including visual supports, technology and accessible formats.
Person responsible	Luke Lovelidge (Headteacher) Debbie Glover (SENDco) Liz Jakins (Office Manager) Teachers Teaching Assistants
Date to complete actions by	September 2028
Success criteria	• Teachers consistently use strategies that make learning and information accessible for pupils with SEND. • Monitoring shows high-quality communication and adaptive teaching across the school. • Pupils with SEND can access and understand information more independently. • Families report that school communications are clear, accessible and meet their needs.

	• Communication systems support effective engagement between home and school for all families.