



Blackwell
Primary School

ACCESSIBILITY PLAN, IMPLEMENTING THE DISABILITY DISCRIMINATION ACT

Review Date: January 2027
Agreed by LGB: February 2026

Building Bright Futures

Respect, Compassion, Courage, Responsibility

3-year period covered by the plan: January 2026-January 2029

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This plan sets out the proposals of Blackwell School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery, to disabled pupils, of information which is provided in writing for pupils who are not disabled.

In addition, this plan ensures that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

It is a requirement that Blackwell School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of Action Plans showing how Blackwell School will address the priorities identified in the plan.

1. Starting points

1A The purpose and direction of the school's plan - vision and values

Building Bright Futures

We endeavour to provide quality education for every child within a caring, stimulating environment where all members of the school community are valued and encouraged to reach their full potential and experience success.

We are committed to develop a common sense of purpose and shared responsibility between children, parents, staff and governors.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. Blackwell School will:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Blackwell School aims to identify and remove barriers to disabled pupils in every area of school life. We have a commitment to equal opportunities. Blackwell School makes all children feel welcome irrespective of race, colour, creed, sexual orientation or impairment.

Special Educational Needs and Disabilities (SEND)

Special Needs provision is a very important aspect of Blackwell School. At Blackwell School, we follow the New Code of Practice 2015 expectations. The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Central to our policy is the process of Assess, Plan, Do, Review to ensure that children with additional needs receive the appropriate support. We have an Inclusion Team in school which is utilised to meet the needs of our children. This consists of the following members of staff:

- Inclusion Manager
- Learning Mentor
- Headteacher

We prioritise building strong links with parents and outside agencies to support the 'whole' child. A separate SEND policy is available from the office or our website.

There is a team of Teaching Assistants working across our classes to provide support, interventions and ensure all children are successful and make progress.

When a child is identified as having a special education need, parents are consulted to add the child to the schools SEND register and a Provision Document (PD) or Individual Learning Plan (ILP) is created to map a child's needs and what will be done to support them. There is a tiered system driven by a continuum of need. We identify the particular difficulties the child is experiencing, decide on outcomes we are working towards, and develop strategies of support in school.

Those children with an Education Health and Care Plan (EHCP) have outcomes identified in the plan which are referenced and worked towards on their Individual Learning Plan. These are 'coproduced' with parents and are carefully monitored, using outside advice from other professionals when required.

The SEND provision is overseen by Blackwell School's Inclusion Manager (also responsible for Special Education Needs Co-ordination). This senior leader liaises with teachers and classroom assistants to provide the time, resources and training necessary to ensure inclusion in classroom activities.

2. Information from pupil data and school audit

Current Situation

We do have various children who are vulnerable or have Social, Emotional and Mental Health difficulties.

Blackwell School has a register and Medical Care Plans for children with asthma and allergies, and a register of children who require and use spectacles. There are also Medical Care Plans in place for a number of other children with varying medical conditions, including bowel and bladder needs, diabetes and children who require epipens.

At Blackwell School, we meet the needs of our vulnerable children and those with Social, Emotional and Mental Health needs by offering them individualised provision. These adjustments include the use of safe, calming spaces inside and outside their classrooms, a range of sensory calming activities available in their classrooms as well as in the Learning Mentor's room, which has personalised resources such as sensory putty, concentration aids and ear defenders to reduce sensory overload. Intervention with our Learning Mentor for support such as drawing and talking therapy or Lego Therapy.

In the event of a request from parents or County for a pupil to attend our school, we would need to take professional advice to assess their level of difficulty and how access to various parts of our school, and therefore involvement to the whole curriculum, could be achieved. To assist us in this process, we would, of course, work alongside any relevant outside agencies and parents.

Blackwell School is sited in one building. The Key Stage 2 side is on split levels, which is easily accessible to physically challenged pupils via a disability lift. Key Stage 1 is on one level and therefore easily accessible to all. There is a disabled parking space in the school's car park and directly outside on the road.

Each individual child's needs are of course different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would

need to be completed before the child attends school, including the appointment of suitable support staff. This process would of course be completed in the soonest possible time.

We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

It is important for each child to feel included within a community to realise their full potential. Therefore, all educational establishments within the local area need to be fully discussed with parents to ensure a suitable placement is found.

3. Views of those consulted during the development of the plan

Consultation was sought from

- Staff
- Governors
- Parents
- School Council

4. The main priorities in the school's plan

To ensure that every child in Blackwell School has equality of access to the curriculum.

- Adaptive Teaching
- Use of ILPs and intervention plans
- Deployment of staff
- Training of staff
- Adaptation to equipment where needed
- Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

Long term plans for improvements to the physical environment of both schools

- All new building projects to take into account disability needs
- To make adaptations matched to the needs of individuals that we admit
- To work towards having ramps or stair lifts in all places where we have stairs.

Improvement in the provision of information for disabled pupils

- The continued communication of clear policies for the administration of medicines
- Continued use of home/school contact books
- The provision, if required, of an induction loop
- The Sensory Support Team or other professional body

2A Increasing the extent to which disabled pupils can participate in the school's curriculum

- In developing any new curriculum areas regard will be given to the needs of all members of the school community that have disabilities.

2B Improving the physical environment of the school to increase the extent to which disabled users can take advantage of education and associated services:

- Children will not be admitted to the school until we have had all of their relevant information and ensured that their needs can be met.
- Suitable furniture and equipment will be purchased to meet the individual's needs.
- Specific training will be arranged for staff, where necessary, to enable the individual's needs to be met.
- No child will be excluded from extra-curricular activities due to their disability.
- No child will be excluded from outings, trips or residential trips because of their disability.
- We will liaise with onsite After School clubs to support participation of all children.

Blackwell School has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been best practice in the past, the school will continue to take account of the needs of its children, staff and visitors, with physical difficulties and other impairments, when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

2C Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- Information will be provided in a suitable format according to the pupil's needs.
- Outside providers will be used to give advice and assistance in this area.

3. Making it happen

3A Management, coordination and implementation

- Responsibility for this plan rests with the Headteacher and the School Trust Board in the Premises and Health and Safety Governor.
- Physical adaptations will be made in consultation with the Local Authority (LA) and managed by the Premises Manager.
- Curriculum adaptations will be managed by the Inclusion Manager.
- Day-to-day adaptations will be made by the class teacher.

Funding

- Use of Devolved Funds
- Grants by the PTA committee
- Grants from charitable and outside providers
- LA disability funds