

# Accessibility Plan

Date of issue	November 2025	Review period	3 years
Date of next review	November 2028	Author	Head Teacher
Type of policy	Statutory	Approval	Head Teacher

## Statement of intent

This plan outlines the proposals of the governing board of Boldon School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which students with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other students, to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised regularly in consultation with:
  - The parents/carers of students
  - The Headteacher and other relevant members of staff
  - Governors
  - External partners

This plan is reviewed on a regular basis to take into account the changing needs of the school and its students, and where the school has undergone a refurbishment.

## Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

**Planning duty 1: Curriculum**

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2026
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Autumn 2025	Staff members have the skills to support pupils with SEND	Autumn 2026
<b>Medium term</b>	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Autumn 2025	Planning of school trips takes into account pupils with SEND	Spring 2026
<b>Long term</b>	Pupils with SEND cannot access lessons	Provide tablet/laptops and other adjustments	Headteacher, ICT manager, SENCO	Autumn 2025	Pupils with SEND can access lessons	Autumn 2026

		for students with SEND				
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### Planning duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	PFI company	Spring 2025	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2026
	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SLT/SENDCo	Spring 2025	Learning environment is accessible to pupils with visual impairments	Spring 2025
Medium term	Toilets are not accessible	Handrails installed	SLT/SENDCo	Spring 2025	Access to toilets is increased	Spring 2026
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SLT/PFI company	Summer 2025	School buildings are fully accessible	Summer 2026

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2025	School is aware of accessibility gaps to its information delivery procedures	Autumn 2025
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Spring 2025	School is aware of local services for converting written information into alternative formats	Autumn 2025
<b>Medium term</b>	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Autumn 2025	Written information is fully accessible to children with visual impairments	Spring 2026
<b>Long term</b>	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2025	Website is fully accessible	Summer 2026