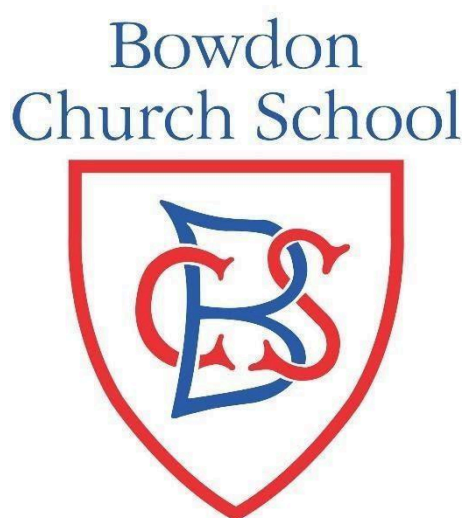


Accessibility Plan

Bowdon C of E Primary School



Approved by:	Date: 17/09/2026
--------------	------------------

Last reviewed on:	Sept 2026
-------------------	-----------

Next review due by:	Sept 2029
---------------------	-----------

Our vision: 'I have come that they might have life and have it in abundance' John 10:10

Contents

- 1) Aims**
- 2) Legislation and guidance**
- 3) Action Plan**
- 4) Monitoring arrangements**
- 5) Links with other policies**

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
- Offer additional support to meet the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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.

Bowdon Church School promotes equality of opportunity and celebrates diversity. Our curriculum supports tolerance and enables all pupils to participate in all areas of school life (including extra-curricular) without discrimination or harassment. We promote positive attitudes towards disability from all members of the school community.

During policy reviews, the needs of disabled staff, parents and other school users should be recognised through consultation, monitoring and evaluation. Accessibility is considered a priority and this is monitored during Health and Safety reviews.

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.

We will liaise with specialists to support individual pupils. These include:

- Educational psychologists
- Speech therapists
- Occupational therapists
- Play therapists/ counsellors
- Behavioural consultants
- Doctors
- The school nurse
- Social workers
- SEN Advisory Service (SENAS) and the staff of the voluntary and statutory agencies
- Sensory Impairment Support Service
- Physiotherapy Service
- EHC Assessment team

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.

Accessibility Plan- Bowdon Church School

We have included a range of stakeholders in the development of this accessibility plan, including the SENCo, Assistant SENCo, Pastoral Lead, Senior Leadership Team and Governors, which includes parents and pupils.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and DfE guidance. The information set out in the column of 'Current Good Practice' contains established practice to guide ongoing analysis.

Aim 1: Increase access to the curriculum for pupils with a disability

Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
<ul style="list-style-type: none">• Differentiated curriculum for all pupils, but ambitious for all.• Tailored resources for learning support.• Curriculum includes examples of people with disabilities.• Progress tracked for all disabled pupils.• Target setting effective & appropriate.• Regular curriculum reviews.	Ensure students with complex medical needs are not disadvantaged in accessing the curriculum through absence or health impacts.	Class teachers and 1:1 TAs to ensure pupils 'catch up' learning missed due to medical needs.	Class Teachers / SEND TAs / SENCo	Ongoing	Children with complex needs can fully access learning within the curriculum.
<ul style="list-style-type: none">• Digital learning platform established.	Provide remote/online learning options when required by pupils with a disability.	Provide learning online via Google Classroom when pupils are unable to attend physically due to disability/medical needs.	Class Teachers / SENCo / Assistant SENCo	Ongoing	Online learning platform is accessible and actively utilized when required.

Aim 2: Improve and maintain access to the physical environment

Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
-----------------------	------------	---------------------	--------------------	------------------	------------------

Accessibility Plan- Bowdon Church School

Environment adapted as required: <ul style="list-style-type: none"> • Ramps & Elevators • Wide corridors • Disabled parking bays • Disabled toilets & changing facilities • Wheelchair-accessible library shelving 	Maintain physical adaptations and complete outdoor space enhancements.	Evaluate and maintain accessibility across all outdoor play areas following the OPAL Primary Programme implementation.	SENCo / Behaviour Lead / Pastoral Lead / SLT / Play Coordinators	Ongoing- due to wear and tear and the large outdoor provision we have, this needs to be reviewed regularly to ensure safety of pupils and staff.	Outdoor play space and equipment remain fully accessible and inclusive for pupils with SEND.
• Existing site lighting and signage setup.	Conduct updated physical premises, lighting, and emergency signage audit.	Inspect lighting levels in corridors/stairwells, emergency exit signage, and step-contrast markings.	Site Manager / Premises Lead / H&S Governor	March 2027	Premises audit completed and any physical adjustments scheduled.

Aim 3: Improve the delivery of information to pupils with a disability

Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
Accessible communication methods: <ul style="list-style-type: none"> • Internal signage • Large print resources • Dyslexia friendly classroom strategies • Sound systems in all classrooms • Visual timetables & Widgit/PECS visual resources • Coloured backgrounds for PPTs 	Ensure consistent application of visual and dyslexia-friendly strategies across all classrooms.	Conduct classroom observations and learning walks to verify consistent use of dyslexia-friendly strategies and visual tools.	SENCo / Assistant SENCo / Class Teachers / Teaching Assistants	Ongoing	All classrooms consistently utilize visual timetables, coloured presentation backgrounds, and Widgit resources.
• Widgit software software available.	Ensure staff proficiency with accessibility software.	Ensure all teaching staff are trained in and can access Widgit to generate visual resources for SEND pupils.	SENCo / Assistant SENCo	Ongoing	Staff independently create and utilize custom visual supports for pupils.
• Current home-school communication formats.	Audit accessible format availability for home-school communications.	Review options for providing communications in alternative formats (large print, audio, digital, Braille on request).	Admin Team / SENCo	Dec 2026	Parents/carers receive communications in accessible formats without delay.

Aim 4: Offer additional support to meet the needs of young carers and their families

Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete	Success Criteria
• Accessible premises for parents' evenings and school events.	Remove communication and physical barriers for parents/carers with disabilities or long-term illnesses.	Offer flexible options for parent-teacher meetings, including remote video links or home visits where required.	Pastoral Lead / Class Teachers / SLT	Ongoing	100% of parents/carers are able to access parents' evenings and progress reviews.
• Pastoral support team in place.	Identify and support young carers within the school community.	Establish a clear identification process and signposting mechanism for young carers to access pastoral support and academic assistance.	Pastoral Lead / SENCo	Jan 2027	Young carers are identified early, supported with academic workload, and offered targeted pastoral support.
• Existing school initiatives for young carers.	Expand parent/carer accessibility feedback loop.	Gather feedback from parents/carers on accessibility of school events, communications, and premises.	Pastoral Lead / SLT	Annually- every July	Positive parent feedback and identified barriers systematically addressed where possible.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCo/ Assistant SENCo in conjunction with the Governing Board Standards & Curriculum Committee.

Admissions, attendance, exclusions, and attainment data will be monitored regularly to evaluate the effectiveness of this plan.

In accordance with statutory guidance, this accessibility plan is directly referenced within the school's SEND Information Report.

It will be approved by the Headteacher and the Full Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Pupil Allergy Policy

Supporting pupils with medical conditions policy.

BCS Safeguarding Policy

BCS Complaints Procedure