

Accessibility plan, 2025-8

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Bulwell Academy intends, over time, to increase the accessibility of our school for disabled pupils. Bulwell Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the environment of the school 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.

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

- Equality Objectives
- Equality Policy
- Staff Development Handbook

- Health and Safety Policy
- Special Educational Needs Policy
- Behavior Policy
- Academy Development Improvement Plan

The Academy's complaints procedure covers the Accessibility plan.

Staff Development

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed, and revised as necessary and reported on annually. Below is a set of action plans showing how The Bulwell Academy will address the priorities identified in the plan.

The plan is valid for three years [2026 - 2029]. It is reviewed annually.

Approved by:

Date:

Next review date: January 2029

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

| Aim | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|--------------------|-----------------------------|--|
| Increase access to the curriculum for pupils with a disability. | Training for specific staff, including medical, to ensure that they are appropriately skilled to meet the diverse needs represented within the community. | <p>Identification of training needs based upon children presently in school.</p> <p>Identification of staff to undertake training.</p> <p>Release time for staff and opportunities to discuss and embed training upon return.</p> | AFU AWA | July 2026 | <p>Staff trained to deal with specific pupil needs.</p> <p>Feedback from training demonstrates a deeper understanding of specific pupil needs and interventions required.</p> <p>Intervention tracking shows that specific pupils are making progress.</p> |
| | Raise level of support and provision for pupils with Dyslexia. | <p>Investment in diagnostic tools to improve identification of pupils.</p> <p>Raising of teacher's awareness through training and support.</p> <p>Investment in resources to support pupils with Dyslexia. Dyslexia colored overlays.</p> <p>Train one member of staff to deliver dyslexia reading intervention.</p> | AWA | Dec 2026 | <p>Higher number of pupils identified and using materials.</p> <p>Data for these pupils shows increased levels of progress, particularly in reading.</p> |

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|---|---|-------------------|-----------|---|
| Develop the use of specific resources, including innovative materials and technology to enhance the provision for pupils with a variety of physical, emotional and educational needs. | Explore the use of various resources to help pupils access learning alongside their peers, including ear defenders, pencil grips, fiddle toys, etc. | AWA | Mar 2027 | Pupil feedback identifies positive aspects of modified resources/materials across the curriculum. |
| | Introduction of Sensory Circuits to support autistic pupils, and pupils with sensory processing difficulties, in accessing the curriculum. | AWA | July 2027 | Pupils accessing high quality interventions. These pupils making greater progress across the curriculum. |
| Support pupils with SEND needs to access the curriculum. | EAA information collected and shared with staff. EAA/JCQ regulation requirements delivered to staff. | AWA DHA/PW | Mar 2026 | All staff are made aware of access arrangements for SEND students. All external invigilators are trained to successfully carry out the exam regulations. Successful/compliant JCQ inspection. |

Section 3: Access audit

| Feature <i>For example:</i> | Description | Actions to be taken | Person responsible | Date to complete actions by |
|--------------------------------|---|--|---------------------------|-----------------------------|
| 2 storeys, ground and first | The school is two storeys. Steps and ramps are required to access main part of the school to reception. There are two lifts for access to 1 st floor 1 in reception and the other at the rear of the main hall | Lift already in place. Annual maintenance checks to occur. The lift is inspected every 3 months with a LOLER inspection yearly | James Logan Jo Bingham | Quarterly/Yearly |
| | External staircases to get to ground level and play areas or use of lifts | Alternative access is available with ramps. Monitor changing needs of staff, pupils. | James Logan Jo Bingham | Ongoing |
| Corridor access | All corridors are accessible for wheelchairs and wide enough to manoeuvre. | Health & Safety Learning walks carried out termly to ensure that areas remain clear and accessible. | Matt Irons Anita Wall | Termly |
| Lifts | Lift at reception for access to first floor in main building. | Annual and Quarterly maintenance checks occur. | James Logan | Quarterly/Yearly |
| Parking bays | Disabled parking 4 bays available at front of school in main carpark. | Monitor use. Additional bays to be allocated if required. | James Logan | Ongoing |
| Entrances | Main entrance accessible, lift available, ramps and steps available for entrance to school. | Monitored, check for accessibility. | James Logan | Ongoing |
| Ramps | Moveable ramps not required for wheelchair access. Ramped entrance created to car park. | Monitor use and need. | James Logan | Ongoing |

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|-------------------------|---|--|---|----------|
| Toilets | Disabled toilet available in all blocks around site corridor. | Daily/hourly checks for accessibility, cleanliness and damage. | Janitor | Ongoing |
| Internal signage | Signage around the school is clear and visible. | | James Logan | Ongoing |
| Emergency escape routes | Labels well and clearly displayed throughout school. Emergency lights above door. | Continue to ensure signs are maintained. | James Logan | Ongoing. |
| | Fire evacuation plan in place and communicated. | Reviewed at least yearly by external company. | James Logan Jo Bingham Gallaghers | Yearly |