John Bunyan Primary School & Nursery



Accessibility Plan/Policy

2026

Introduction

Under the Equality Act 2010 school should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person is disabled if:

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

The accessibility plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.
John Bunyan Primary School 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. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

John Bunyan Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit.
Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum

- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.
It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keep staffing fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- Listening to pupils' views and taking them into account in all aspects of school life.

Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- Appropriate seating, acoustic conditioning and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Access to alternative or augmented forms of communication
- Provision of tactile and kinaesthetic materials
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Regular access to specialist support

Reasonable adjustments
The school will also make reasonable adjustments for individual students who need extra provision to that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- Assistance with guiding

Teaching and learning:

- A piece of equipment
- Extra staff assistance
- An electronic or manual note taking service
- Readers for pupils with visual impairments

Methods of Communication:

- A piece of equipment
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Videophones
- Readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

2026-27

The requirement for schools to prepare an accessibility plan is set out in schedule 10 of the Equality Act 2010.

JOHN BUNYAN PRIMARY SCHOOL & NURSERY DISABILITY EQUALITY SCHEME ACCESSIBILITY ACTION PLAN						
Target	**Action Needed**	**Responsible Person(s)**	**Timescale**	**Available Resources**	**Measurable Impact**	**Arrangements for Monitoring & Evaluation**
To carry out Equality Impact assessments on new policies including curriculum	As policies produced/ reviewed equality duty incorporated	All teachers Head teacher Deputy Head Governors	See rolling 3 yr programme for policies	Staff meetings Curriculum committees	Policies will provide / ensure equality for all	Regular reviews of policies
Improve communication with people with Sp & L disabilities	To continue professional development opps for staff	Inclusion Manager SENco Head teacher	Ongoing	Training	All members of our learning community able to access all opportunities	Feedback from all
Ensure that training on disability legislation & issues is delivered to all staff / Governors	Training / Inset provided on disability issues	Head teacher	Ongoing	Materials from training	Staff aware of legal requirements & can transfer learning into practice	Monitor planning
To monitor the achievement of SEND pupils	Groups tracked and provision adjusted to ensure impact	Val Scott ~ SEN governor Head teacher Inclusion Manager Senco	Termly	Assessment leader menu of provision	All pupils achieve their targets	Track SEND pupils throughout their time at school
Availability of written material in alternative formats if website cannot be accessed	Staff aware of services available through LA. Disabled people aware of facilities through signs and newsletters.	Head teacher Office Manager	Ongoing	Contact details & cost of translation/adaptation	Information to disabled parents as appropriate. Written information	Feedback

					available in alternative formats	
Access into all school areas and receptions to be fully compliant	To ensure any new build meets all DDA requirements.	Head teacher Premises Governor	In line with new build/amalgamation		Main entrances and buildings are fully accessible	
Ensure building access arrangements meet the needs of all staff	Address needs of new staff	Head teacher	Ongoing	Access to work support	Staff members able to fulfil roles efficiently	Staff perceptions Site team to monitor daily.
To strengthen access to the curriculum for pupils with SEND	Continue to develop enhanced provision and targeted SEND support, including structured small-group provision, outdoor learning, cooking, Lego Therapy and sensory/communication approaches. Ensure provision is linked to individual pupil needs and curriculum access.	Inclusion Manager / SENCo; class teachers; SEND team	2026-27	Existing SEND staffing, provision and training	Pupils with SEND are able to access appropriate learning opportunities, develop independence and participate in the wider curriculum.	Termly review of provision; pupil progress and provision-map monitoring.
To improve access to communication for pupils with SEND	Continue development and consistent use of visual supports, AAC/alternative communication, Colourful Semantics, visual structure and other communication approaches where identified in pupil profiles and plans.	Inclusion Manager / SENCo; class teachers; SEND team	2026-27	SEND resources; staff CPD	Pupils are able to communicate needs, participate in learning and access classroom routines using appropriate supports.	Learning walks, pupil profiles/One Plans, staff feedback and provision reviews.

To improve staff understanding of accessibility and inclusive practice	Continue regular SEND staff development, including practical training on supporting communication, sensory needs, regulation, scaffolding and access to learning. Ensure new and moved-year staff receive appropriate induction.	Inclusion Manager / SENCo; Headteacher	Ongoing	Staff meetings, CPD and existing SEND training	Staff demonstrate increased confidence in making reasonable adjustments and adapting learning and the environment.	Staff feedback, learning walks, planning/book monitoring and CPD evaluation.
To strengthen accessibility through digital SEND systems	Continue development of paperless SEND processes through Edukey, including accessible One Plans, One Page Profiles, provision maps and recorded reasonable adjustments.	Inclusion Manager / SENCo; SEND administration	2026-27	Edukey and existing school systems	SEND information is current, accessible to relevant staff and supports consistent provision across school.	Termly SEND file and provision-map checks; staff feedback.