

Banks Road Primary School



Accessibility Plan 2026-2029

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
Deputy Headteacher	Headteacher	V2	Governors	September 2026	September 2029	All Staff

1. Aims

Banks Road Primary School is a highly inclusive setting where leaders ensure equality of opportunity is integral to all aspects of school life. The school's values – Respect, Friendship, Determination, Trust and Positivity – underpin a culture where barriers to participation are proactively identified and removed.

In line with the Equality Act 2010, this plan aims to:

- Increase access to the curriculum through adaptive teaching and targeted provision
- Improve the physical environment to ensure equitable access to facilities and learning spaces
- Improve access to information for pupils, parents and visitors with disabilities

Leaders maintain high expectations for all pupils, including those with SEND, and ensure provision enables pupils to achieve well and participate fully in school life.

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.

A. Increase access to the curriculum

Current good practice:

Leaders have established a **strong, inclusive curriculum** that meets the needs of all learners. Teaching is consistently adaptive, supported by:

- High-quality differentiation and personalised learning
- Effective use of visual scaffolds and assistive technology
- Well-targeted interventions, including nurture provision
- Inclusive access to enrichment, visits and wider opportunities

Assessment systems enable leaders to track progress of pupils with SEND precisely, ensuring timely intervention.

Objective	Actions	Timescale	Lead	Success criteria
Maintain high-quality inclusive teaching	Continue CPD on adaptive teaching and SEND strategies	Ongoing	SENCo / SLT	Staff confident; strong outcomes for SEND pupils
Improve use of assistive technology	Audit and expand use of tools (e.g. text-to-speech, overlays)	2026–2027	SENCo	Increased pupil independence
Strengthen pupil voice	Embed pupil feedback into SEND reviews	Ongoing	SENCo	Pupils report increased access and engagement

B. Improve access to the physical environment

Current good practice:

The school environment is **welcoming, safe and largely accessible**, with:

- Full wheelchair access across the site, including lift provision
- Widely accessible teaching spaces enabling full curriculum participation
- High-quality provision for sensory and SEMH needs
- Clear evidence of inclusive design in classrooms and shared spaces

However, the 2023 audit identified specific areas requiring improvement, particularly in arrival points and visitor accessibility.

Objective	Actions	Timescale	Lead	Success criteria
Improve accessibility of arrival areas	Re-mark disabled bays, add signage, create safe pedestrian routes	2026	School Business Manager / Caretaker	Safe, clearly marked access routes
Improve entrance access	Lower intercoms where possible; add clear instructions	2026	Caretaker	Accessible for wheelchair users
Improve reception accessibility	Provide accessible seating, consider counter adjustments, install portable hearing loop	2026–2027	School Business Manager	Visitors with disabilities can access services independently
Improve accessible toilet provision	Explore ambulant toilets	2026	Caretaker	Facilities meet best practice
Improve internal accessibility	Adjust heavy/squeaky doors; improve signage (no ALL CAPS, consider Braille)	2026–2028	Caretaker	Improved ease of movement and navigation

C. Improve access to information

Current good practice:

Communication systems are **inclusive and responsive**, with:

- Information available in multiple formats (digital, translated, enlarged)
- Staff proactive in responding to individual communication needs
- Effective use of technology to support accessibility

Objective	Actions	Timescale	Lead	Success criteria
Improve website accessibility	Publish Accessibility Plan; review website compliance	2026	SLT	Website meets accessibility expectations
Expand accessible formats	Continue to offer and promote alternative formats of communication	Ongoing	Office team	Parents report improved access
Improve inclusive communication	Review signage and written materials for clarity and accessibility	2026–2027	SLT	Clear, user-friendly communication across school

4. Monitoring arrangements

Leaders evaluate the impact of this plan through:

- Regular review by the Headteacher, SENCo and governing body
- Alignment with school improvement priorities
- Ongoing evaluation of SEND outcomes and inclusion indicators

Progress is monitored through both quantitative (progress data, attendance, participation) and qualitative measures (pupil voice, parental feedback).

The plan will be formally reviewed every three years, with interim updates where required.

5. Links with other policies

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

- SEND Policy
- SEN Information Report
- Equality Objectives
- Behaviour Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions