

Bolsover Church of England Junior School

DDAT

Accessibility Plan



Approving Body	LTC
Date approved	<i>Presenting to LTC on 14/10/2026</i>
Review Date	September 2027

Version	Date	Narrative	Minute Number	Review Date
1	09/09/2026	Accessibility Plan written following DDAT SEND policy and School Improvement Plan		October 2027

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This accessibility plan will be published on the school website and should be read in conjunction with the following policies:

- Behaviour and relationship policy
- Curriculum policy
- Emergency plan
- Equal opportunities policy
- Health and safety policy
- School improvement plan
- Special Educational Needs Policy

1. Statement of intent

This plan outlines how Bolsover Church of England Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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 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.

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

The Local Trust Committee (LTC) also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Local Trust Committee members.
- External partners.

Accessibility Plan
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This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

2. Legal Framework

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Our Accessibility plan operates in conjunction with the following policies and documents:

- Administering Medication Policy (Trust)
- Admissions Policy (School)
- Behaviour and Relationship Policy (School)
- Data Protection Policy (Trust)
- Church of England Vision for Education (2016) Deeply Christian, Serving the Common Good
- Equality Information and Objectives Policy (School)
- Health and Safety Policy (Trust)
- School Improvement Plan (School)
- Special Educational Needs and Disabilities (SEND) Policy (Trust)
- Supporting Pupils with Medical Conditions Policy (Trust)

3. Roles and Responsibilities

The Local Trust Committee at Bolsover Church of England Junior School will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the requirements set out within this plan.
- Approving this plan before it is implemented.
- Monitoring and reviewing this plan on an annual basis (in line with DDAT's SEND policy).

The headteacher will be responsible for:

- Ensuring that all 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 Trust, Local Trust Committee and external agencies (as appropriate) to effectively create and implement the school's Accessibility Plan.

The SEND Coordinator will be responsible for:

- Working closely with the headteacher and Local Trust Committee to ensure that all pupils, including those with SEND, are wholly included.
- 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.

All 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 by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

4. The accessibility audit

- 1.1. The LTC will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - Access to the curriculum – the LTC will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - Access to the physical environment – the LTC will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - Access to information – the LTC will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the LTC will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
 - Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - Visual disabilities – this includes those with visual impairments and sensitivities
 - Auditory disabilities – this includes those with hearing impairments and sensitivities
 - Comprehension – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

5. Planning Duty 1: Curriculum

Short term	Aim	Rationale	Who	When	Outcome	Review
	Brackenfield assessment approach consistently used to inform precise next steps and support tracking of attainment and progress.	Consistency in the approach to using Brackenfield assessments will ensure accuracy in the way staff identify pupils' attainment, progress and next steps. Consistency in use will enable teachers to tailor learning effectively.	SEND Coordinator Inclusion Leader Headteacher	From September 2026	Assessment is used consistently by all staff to inform teaching, resulting in accurate tracking, targeted support, accelerated progress and improved attainment for all pupils.	
	Further enhance the provision for pupils with SEMH challenges which may prevent them from accessing the full curriculum.	By reducing barriers to learning and strengthening the support for pupils with SEMH needs will ensure they feel safe, included and emotionally ready to engage with the full curriculum and achieve their potential.	SEND Coordinator Inclusion Leader Headteacher Class teachers Teaching Assistants	From September 2026	Pupils with SEMH needs are effectively supported to overcome barriers to learning, resulting in improved wellbeing, engagement, behaviour, attendance and academic outcomes, enabling them to access the full curriculum and achieve their potential.	

	Delivery and implementation of high-quality training to ensure consistency across school in high quality inclusive teaching.	Ensuring all staff have the knowledge, skills and confidence to deliver consistently high-quality inclusive teaching will enable every pupil to access learning, overcome barriers and make strong progress.	Headteacher Deputy Headteacher SEND Coordinator Senior leaders Subject leaders	From September 2026	All staff consistently apply high-quality inclusive teaching strategies, resulting in improved access to learning, increased pupil engagement, reduced barriers to achievement and stronger outcomes for all learners.	
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Medium term	Implement the revised RSHE curriculum requirements so all pupils learn about their emotions, safety and how to regulate.	By implementing the revised curriculum, all pupils will be equipped with the knowledge, skills and understanding to recognise and manage their emotions, keep themselves safe, build positive relationships and develop the resilience needed to thrive both in school and beyond.	Headteacher Deputy Headteacher PSHE leader	From September 2026	Fully aligned RSHE curriculum with updated statutory guidance. All pupils develop a secure understanding of emotions, personal safety and self-regulation, enabling them to make positive choices, build healthy relationships, manage challenges effectively and contribute positively to school and wider society.	
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Long term	To further develop an inclusive curriculum that removes barriers to learning and ensures all pupils can fully access, participate in and achieve across the curriculum.	We need to ensure all pupils can access, engage with and succeed in the curriculum by removing barriers to learning, promoting inclusion and providing equitable opportunities for achievement regardless of need, disability or background.	Headteacher Deputy Headteacher SEND Coordinator Subject leaders Class teachers		All pupils can access, participate in and achieve across the full curriculum, with barriers to learning effectively removed through inclusive practice, resulting in improved engagement, progress, attainment and wellbeing.	
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6. Planning Duty 2: Physical environment

Short term	Aim	Rationale	Who	When	Outcome	Review
	To ensure all learning spaces are organised and adapted accordingly.	Creating learning environments and spaces that are accessible, calm and supportive will reduce barriers to learning and enable all pupils to engage, participate and achieve successfully.	Headteacher Deputy Headteacher SEND Coordinator Class teachers Subject leaders	From September 2026	All learning environments are organised and adapted to meet the needs of learners, resulting in improved engagement, emotional regulation, independence and access to the curriculum, enabling all pupils to achieve their potential.	

Medium term	Considering the environment, further strengthen the provision within and around school.	Creating a dedicated therapy and sensory space will further strengthen the school's inclusive practice by providing access to safe, nurturing environments that support pupils' emotional regulation, wellbeing and readiness to learn.	Headteacher Deputy Headteacher LTC SEND Coordinator Inclusion Leader	From October 2026	The therapy and sensory rooms will provide inclusive, therapeutic environments that enhance wellbeing, emotional regulation and engagement in learning. As a result, pupils will be better equipped to access the curriculum, develop resilience, manage challenges and achieve positive academic, social and emotional outcomes. All pupils have access to environments and support that promote emotional wellbeing and self-regulation, resulting in improved readiness to learn, increased engagement, reduced barriers to learning and stronger outcomes across the curriculum.	
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Long term	To develop an inclusive, accessible and engaging outdoor environment that enables all pupils to participate fully in learning, play, physical activity and social interaction, regardless of need or disability.	An accessible outdoor environment ensures that all pupils can safely access and enjoy the full range of opportunities available during the school day. By improving outdoor spaces, the school can remove physical and sensory barriers, promote wellbeing, encourage independence and support pupils' social, emotional and physical development.	Headteacher Deputy Headteacher SEND Coordinator Inclusion leader LTC		The outdoor environment is fully inclusive and accessible, enabling all pupils to participate confidently, safely and independently in outdoor learning, play and enrichment opportunities.	
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7. Planning Duty 3: Information

Short term	Aim	Rationale	Who	When	Outcome	Review
	Increase the availability of information in accessible formats, including large print, simplified language, visual supports and translated materials where required.	Removing barriers to communication by ensuring information is available in accessible formats will enable all pupils, parents and carers to access, understand and engage with school information and opportunities.	Headteacher Deputy Headteacher School Business Manager School Business Assistants SEND Coordinator	From September 2026	Information is available in a range of accessible formats, enabling all pupils, parents, carers and visitors to access, understand and engage with school communications independently and effectively, promoting inclusion, participation and equality of opportunity.	

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Medium term	Establish a fully inclusive approach to communication, ensuring all school information is accessible, timely and available in a range of formats that meet the diverse needs of pupils, families and the wider school community.	Removing communication barriers and promoting equality by ensuring that all school information is accessible, timely and available in formats will ensure the diverse needs of pupils, families and the wider school community are met and they are able to fully engage and participate in school life.	Headteacher Deputy Headteacher SEND Coordinator		All pupils, families and members of the wider school community can access and understand school information through a range of accessible communication methods, resulting in increased engagement, stronger partnerships, greater inclusion and equality of opportunity.	
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Long term	Embed a culture of accessibility where all information, communication and engagement opportunities are routinely designed to meet the diverse needs of pupils, families, staff and visitors from the outset.	Establishing accessibility as a fundamental aspect of school culture will ensure that information, communication and engagement opportunities are designed inclusively from the outset so that all members of the school community can participate fully, independently and with dignity.	Headteacher School Business Manager Deputy Headteacher SEND Coordinator		Accessibility is embedded within the school's culture and everyday practice, ensuring that all information, communication and engagement opportunities are inclusive by design. As a result, pupils, families, staff and visitors can participate fully, independently and confidently in all aspects of school life.	
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8. Monitoring and review

This accessibility plan will be reviewed in line with DDAT's SEND policy on an annual basis by the LTC, SEND Coordinator and the Leadership Team.