



Accessibility Plan

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Review Cycle	Annual
Review Date	July 2027

An academy within:



"Learning together, to be the best we can be"



1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

1.2. At Bents Green School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. Bents Green School is committed to providing an environment that enables full access to the curriculum and values and includes all pupils, staff, parents, carers and visitors regardless of educational, physical, sensory, social, emotional, cultural or medical need.

The Vision and Values:

“Where students are known, nurtured and grow – a school community for all”

We NURTURE relationships: We care about everyone in our school community. Unconditional positive regard is central to our approach to students, staff and the whole school community.

We are KIND and respectful: We will treat each other with respect and kindness, and we are considerate of each other’s feelings.

We celebrate INDIVIDUALISM: Every individual is valued for who they are and what they contribute to the school. We are a school that encourages people to embrace their true selves and share their uniqueness with the world.

We COMMUNICATE positively: We ensure that we focus on developing positive communication with students, staff and the whole school community.

We are lifelong LEARNERS: We believe that everyone can achieve and learn in the right environment and with the right support.

1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.



In addition, the school supports any available partnerships to develop and implement this plan.

1.4.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors).

2. Legislation And Guidance

2.1. This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Government guidance for schools on the Equality Act 2010. This 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.

2.2. The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. "Long-term" generally means lasting, or likely to last, 12 months or more, and "substantial" means more than minor or trivial. This can include sensory impairments and long-term medical conditions. The school recognises that not all disabled pupils have SEND and not all pupils with SEND are disabled under the Equality Act 2010.

2.3. We are required to make "reasonable adjustments" for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

Scope of the Plan

- This accessibility plan covers three key areas: access to the curriculum, access to the physical environment and access to information.
- Curriculum access includes teaching and learning, specialist resources and equipment, examination access arrangements, educational visits, extracurricular provision and other wider curriculum opportunities.
- Access to information includes written information, online content, communication with families and visitors, and the provision of information in alternative formats within a reasonable timescale when needed.
- The school recognises the importance of ongoing awareness raising and training for staff so that practice remains inclusive and responsive to pupil need.



3. Action Plan

- 3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements

- 4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort. Progress against the action plan should be monitored through school leadership and the appropriate governance arrangements within Nexus Multi Academy Trust.

5. Digital Accessibility Commitment

- 5.1. As part of our ongoing efforts to ensure inclusivity, Bents Green School is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.

- 5.2. We aim to ensure that:

- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
- Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.

- 5.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.

- 5.4. Non-digital information will also be made available, where appropriate, in alternative formats to ensure accessibility.

When needed, information will be supported through large print, pictorial or



symbolic representation, translation, verbal explanation, or other adjusted formats to meet individual need.

6. Links With Other Policies

6.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy
- Curriculum Policy
- Behaviour Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible (Job title)	Completion Date	Success Criteria
Ensure the staff team are equipped with training to meet the needs of children who use Makaton and other forms of communication	PECs symbols Ipad use accessibility setting	To ensure the staff are confident with using different types of communication.	Improve conversation stations. Build into staff weekly training signs of the week Monitor use of communication across the school year	VW	July 2025	All children will have access to communication aids as part of understanding the wider curriculum.
Redesign toilets in lower school to reflect usage and need including the support toilet.	Toilets are equipped for childrens basic needs	To ensure children have more appropriate facilities that reflect their needs such as lower toilets, staff support toilets and layout supports safeguarding of all children.	Re-design lower school toilet block over the summer break. Allow time for major redevelopment of this area in school.	KB	July 2026	Toilets will be well equipped to support all pupils needs and disabilities.



Increase access to the curriculum for pupils with a disability	Differentiated curriculum pathways; tailored resources; specialist rooms; annual reviews and regular review of EHCP outcomes/targets.	All pupils can access the full curriculum, including visits, enrichment and assessment, with reasonable adjustments where needed.	Review curriculum and wider provision to ensure inclusive access; plan and risk assess educational visits and extracurricular activities; maintain specialist resources and access arrangements; seek advice from relevant outside agencies and provide staff CPD linked to specific pupil need.	SLT / Phase Leads / Class Teams	Ongoing – reviewed annually	Pupils participate in classroom learning, wider opportunities and assessment with suitable support and reasonable adjustments in place.
Improve the delivery of information to pupils, families and visitors with a disability	Clear website information; internal signage; visual supports; staff available to explain information; communication with parents/carers through a range of methods.	Families and visitors can access key information in formats that work for them and understand their child's education and wellbeing.	Provide information in alternative formats where needed (for example large print, symbol-supported, translated or verbal formats); maintain accessible website content; continue use of Makaton and visual supports; signpost families to support and gather feedback on communication accessibility.	SLT / Office Team / Communication Lead	Ongoing – reviewed annually	Information is accessible, timely and understood by users, with requests for adjusted formats met promptly.



Access to school buildings for pupils with a visual impairment	Stepped access in school have handrails and high contrast nosing present. This continues outdoors for any stepped areas. Threshold changes when leaving the classroom has appropriately high contrast strips	To give access to all areas of the building	Steps to ELSA room may need contrast nosing reapplied	KB	Aug 2026	
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