ACCESSIBILITY PLAN

History of most recent policy reviews

Review Date (every 2 years)	Outcome	Who is Responsible?
July 2015	Wording amendment T1	Full Governing Body
11th October 2018		Standards
17th January 2022	Audit reviewed by H&S committee and action plan updated as necessary	Quality of Education Committee
19th December 2025	Audit reviewed by headteacher, SENCO and SBM and action plan updated as necessary	Full Governing Body

Agreed Next Review Date: December 2027

Rationale
At Air Balloon Hill Primary School, we believe that 'everyone belongs' and as such we are committed to identifying and removing any barrier to children's learning. This plan outlines how the 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.

Aims
This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering 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.

Responsibilities
In addition to the responsibilities of putting in place the aims of this plan, the governing board 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, and any visitor to the school, to access the workplace.

The plan will be resourced, implemented, reviewed and revised by school leaders in consultation, where appropriate, with:

- Pupils' parents
- The Health & Safety Committee (incl. governor representation)
- External partners/experts

Review
This plan is reviewed every two years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment. As part of the plan's review, the school will undertake an Accessibility Audit which covers those areas identified in the plan's aims.

When conducting the audit, school leaders 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

The findings from the audit will be used to create the accessibility plan and will address specific gaps and actions that will improve access. All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken following the most recent audit are detailed in the following sections of this document.

Accessibility plan 2025-27

Summary

The Accessibility Plan audit for Air Balloon Hill Primary School reveals strong overall compliance and effective provision in most areas, especially admissions, SEND support, and curriculum access, all rated Green. This demonstrates the school's commitment to inclusion and curriculum quality aligned with OFSTED priorities. However, there are key Amber areas requiring urgent attention:

- **Curriculum Access and Participation:** Although generally positive, there is a Priority Amber rating on ensuring *all* pupils feel secure, make progress, and reach their full potential. This suggests some pupils may still experience barriers that need addressing to fully meet their needs.
- **Communication and Feedback:** The school currently struggles to capture meaningful feedback on accessibility from pupils, parents, and staff, with no responses received from parents despite efforts by the SENCO. This is a significant gap in engaging stakeholders to inform ongoing accessibility improvements.
- **Physical Accessibility of Premises:** A Priority Amber issue exists regarding signage for pupils with language impairments or EAL to help them navigate the school independently. This action is overdue and critical to ensure safe, confident access to key areas such as visitor toilets.

These Amber areas represent important opportunities to strengthen the school's inclusive environment and accessibility compliance.

Accessibility plan Action Plan

Actions	Person responsible	Resources needed	Timeframe	Success Criteria
1. Conduct a detailed review to identify pupils who do not feel fully secure or able to reach their potential and develop targeted support plans.	SENCO, Inclusion Lead	Pupil progress data, wellbeing surveys, staff time	2 months	- Identified pupils documented - Individual support plans created - Staff briefed on adaptations
2. Implement additional monitoring to track progress and emotional security of vulnerable pupils regularly.	Class teachers, SENCO	Monitoring tools, staff training on observation	Ongoing, reviewed termly	- Regular monitoring reports - Evidence of progress or interventions adjusted accordingly
3. Develop and deploy multiple feedback channels (digital surveys, paper questionnaires, forums) to capture accessibility feedback from parents, pupils, staff.	SENCO, Parent Liaison Officer	Survey software, communication materials	1 month	- At least 50% parent response rate - Feedback collected from pupils and staff - Summary report produced
4. Organise focus groups or meetings with parents and pupils to discuss accessibility challenges and solutions.	SENCO, Inclusion Lead	Meeting space, facilitation guides	Within 2 months	- At least 3 focus groups held - Action points recorded and shared with leadership
5. Design, produce, and install clear, accessible signage around the school for language-impaired and EAL pupils, including key areas like visitor toilets.	Site Manager, SENCO	Signage design expertise, budget for signs	1 month	- Signage installed in all key areas - Positive feedback from pupils with EAL/language impairments about navigation
6. Communicate new signage and accessibility improvements to staff, pupils, and parents to raise awareness.	SENCO, School Communications Lead	Communication channels (newsletters, website)	2 weeks after installation	- Awareness confirmed via staff and pupil surveys - Parents informed via multiple channels

Impact Statement

By implementing this action plan, Air Balloon Hill Primary School will significantly enhance its accessibility and inclusivity. Targeted support will ensure that all pupils feel secure, valued, and able to achieve their full potential, narrowing any existing gaps in progress and wellbeing. Improved feedback mechanisms will foster stronger partnerships with parents, pupils, and staff, ensuring accessibility issues are identified and addressed proactively. The installation of clear, language-appropriate signage will empower pupils with language impairments and EAL to navigate the school confidently and safely, promoting independence and belonging. Collectively, these actions will reinforce the school's vision that "Everyone can achieve. Everyone can learn. Everyone belongs," aligning fully with the OFSTED framework priorities and improving outcomes for all children.

Adopted: Tim Browse (Headteacher) Date: 19th December 2025

Adopted:

This policy will be reviewed every 2 years
Date for review: December 2027