



THE BLUE COAT CHURCH OF ENGLAND (AIDED) INFANT AND JUNIOR SCHOOLS' FEDERATION

Accessibility Plan 2026–2029

Blue Coat Infant and Junior School, Walsall

Approved by:	
Date:	
Last reviewed on:	
Next review due by:	

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1. Aims

Blue Coat Infant and Junior Schools CE Federation is committed to fostering a safe, respectful, supportive and inclusive environment for all pupils, staff and visitors. Our approach reflects the Federation's commitment to recognising and valuing every individual and to ensuring that pupils learn in an environment that is safe, secure and free from disruption. Our Motto, taken from Jeremiah 29:11, *"I will bless you with a future filled with hope, a future of success, not of suffering,"* sums up our vision for all pupils regardless of need. This accessibility plan builds on Blue Coat Federation's strong existing inclusive practices to further enhance the participation of pupils with disabilities in the curriculum.

Our school aims to treat all pupils and their families fairly and with respect. This includes making the school accessible and welcoming to parents/carers with disabilities and/or illness, removing barriers to communication, and supporting the needs of families of young carers.

We aim to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is 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 plan will be made available online on the school website, and paper copies will be available upon request. The Federation is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Both Schools supports appropriate partnerships with parents/carers and relevant professionals to develop and implement the plan. Our Federation works proactively with Walsall Speech and Language, NHS Occupational Therapy, School Health/Nurses, Walsall NHS Diabetic team, Lindens School Outreach, The Hearing Impairment and Visual Impairments team, Educational Psychology and North Star Inclusion Team when necessary to support our environmental and curriculum adaptations to meet the needs of our pupils and parents/carers.

Any concerns about accessibility should be raised initially with the Executive Head Teacher Mr. A. Orlik. Where concerns are raised about accessibility, the school's complaints procedure will provide the process for addressing them.

The development and review of this plan will take account of the views of relevant stakeholders, including pupils, parents/carers, staff and governors, as appropriate.

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 – 3.1 Improving access to and participation within the curriculum

Both the Infant and Junior schools demonstrate a strong commitment to inclusive education, ensuring that all pupils, regardless of disability, special educational needs (SEN), or socio-economic background, have equitable access to a broad and balanced, knowledge-rich curriculum. Enhanced provision areas such as Puffins (BCI) and the SRP (BCJ) reflect the enhanced commitment the Blue Coat Federation has to ensuring educational access for a wide range of pupils. The Federation has carefully considered its curriculum and approach to learning, using research driven principles to scaffold tasks carefully, enabling pupils with disabilities and SEN to acquire, apply, and deepen knowledge alongside their peers. Regular and robust assessment practices, including termly reviews and standardised testing for pupils on the SEN register, ensure that individual progress is closely monitored and targets are personalised to meet specific needs.

Target / issue	Current good practice / objectives	Actions to be taken	Person/People responsible	Resources	Date to complete actions by	Success criteria
SEND and medical information is current and accessible to staff. This includes ISPs/EHCPS/Medical Plans/Allergy and Medication information	Maintain clear, up-to-date information about pupils' additional needs and medical needs. Use individual planning and care information to identify reasonable adjustments.	Review SEND and medical information regularly; liaise with parents/carers and relevant external professionals; ensure class staff know the adjustments required.	Mrs C Harris (BCI) and Mrs F Mistry (BCJ)/ Admin staff/SENDCo / ELT	Staff time; individual plans; care plans	Termly and ongoing	Information is current; staff understand pupils' needs; adjustments are implemented consistently.
Provide specific training for staff on individual complex medical needs when required	Identify pupils with complex medical needs and assess staff training requirements - Organise bespoke training sessions delivered by healthcare professionals - Ensure relevant staff complete refresher training regularly - Maintain up-to-date medical care plans accessible to all relevant staff	- All staff supporting pupils with complex medical needs have received appropriate training - Staff feel confident managing medical needs safely and effectively - No incidents related to medical needs reported due to lack of knowledge or training - Medical care plans regularly reviewed and implemented	Inclusion Team/Heads of School/Health Professionals	Staff time to access training	Ongoing. Reviewed in line with need.	Pupils with complex needs are correctly cared for in school. Medicine is administered appropriately. Children with medical needs are supported to successfully access the curriculum.
Effective communication and engagement with parents/carers	Build positive relationships with families and provide opportunities for parents/carers to contribute to planning and review. Curriculum coverage is communicated to parents/carers through induction evenings, leaflets, the school website and pupil's individual planners.	Hold meetings and reviews as appropriate; use accessible communication methods; provide information and support where a parent/carer has an accessibility need.	SENDCo / Heads of School / class staff	Meeting time; accessible formats	Ongoing	Parents/carers are able to contribute their views and understand support arrangements.
Smooth transition for pupils with additional needs	Identify pupils who may need additional or different provision when joining or moving between settings. Transition between the Infant School and Junior School and between year groups is also carefully considered and planned for with additional transition visits and transition booklets being provided to support pupils and carers. Identified pupils in need of transition have a one page profile to ensure receiving staff understand strategies that support pupils best.	Liaise with nurseries, previous schools, parents/carers and relevant professionals; gather information early; plan adjustments and resources before transition. Ensure current transition arrangements continue. Setting visits and home visits continue as part of our package of support.	EYFS / year leaders / inclusion team/SENDCo	Staff time; transition information	Ongoing	Transitions are planned, appropriately resourced and support continuity of provision.
Appropriate assessment and curriculum adaptation	Ensure pupils working at different stages, including those requiring highly adapted approaches, can access learning and assessment. Use a	Use appropriate assessment approaches including Cherry Branches/ Liverpool Play Journal; apply advice from relevant professionals; adapt curriculum content, activities and presentation	SENDCo / Subject Leader/Year leaders/ class teachers	Assessment resources; professional advice	Ongoing	Pupils access subjects through appropriately adapted approaches and their progress is monitored.

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	differentiated curriculum, tailored resources, appropriate targets and progress tracking, and review the curriculum to meet identified needs.	to remove identified barriers. Subject Leaders consider the barriers to learning pupils face specifically in their subject and plan subject wide adaptations to increase access and participation.				
Specialised equipment and regulation supports are used appropriately	Use equipment and strategies that reduce barriers and support participation, communication and regulation, including visual timetables, Now/Next boards, timers, sensory tools and quiet spaces.	Audit needs; provide and monitor appropriate resources; train staff in their use; review effectiveness with pupils, families and relevant professionals.	SENDCo / year leaders/class teachers	Specialist resources; training	Ongoing; reviewed annually	Pupils have appropriate resources and supports that reduce barriers to learning and participation.
Interventions are used appropriately to support progress	Year Leaders analyse data efficiently and effectively to identify needs at the earliest opportunity and provide appropriate intervention either through lesson adaptation or specific timetabled intervention. Use targeted interventions and supportive strategies to address identified barriers and skills.	Data is monitored accurately through insight and appropriate intervention decided upon. Intervention rationale discussed during pupil progress meetings. Plan interventions around identified need; monitor impact; adjust provision when outcomes are not achieved; share effective approaches with class staff.	SENDCo / (Acting Assistant SENCO to lead/ Year leaders/ class teachers	Intervention resources; staff time	Ongoing	Pupils make progress towards intended outcomes and can demonstrate improved skills in classroom learning.
All pupils continue to be visible in curriculum content and resources	Curriculum resources should include positive representation of people with disabilities and medical needs. Review curriculum content and resources so pupils with disabilities are represented and feel included. Current cohorts across the Federation should be considered. Maintain and review appropriateness of current yearly timetable of school events, assemblies and disability awareness days.	Review books, displays and teacher-made resources; deliberately include a variety of people with disabilities, SEN and medical needs in teaching materials and examples. Ensure staff have access to appropriate resources to enhance children's understanding of different needs and disabilities.	Year Leaders/Class teachers/Inclusion Team	Books; lesson resources; visitors/PSHE leads	Within plan period; reviewed annually	Pupils see themselves represented and feel included in the curriculum and resources.

3. Action plan – 3.2 Improving access to the physical environment

The Federation currently utilises clear signage, disabled toilets and changing facilities, disabled parking bays, appropriately wide corridors and lockers and pegs positioned at accessible heights to meet diverse needs. Due to the nature of the buildings (age, listed status BCI and multi-level accommodation) provision is regularly reviewed to meet the needs of pupils. This includes moving year group location and relocating classrooms to support access. The ground floors of both schools are accessible for all and this ensures all pupils can access learning spaces appropriately. Collaboration with external specialists such as the school nurse, occupational therapists, and physiotherapists ensures that adaptations are regularly reviewed and tailored to individual pupils' requirements.

Target / issue	Current good practice / objectives	Actions to be taken	Person responsible	Resources	Date to complete actions by	Success criteria
Access to trips and visits	Plan trips and visits so that pupils with disabilities are included and reasonable adjustments are made.	Where necessary Include individual pupils' needs in risk assessments; identify access arrangements in advance; complete pre-visits where required; plan appropriate support for residential stays.	ELT / SENDCo / trip leaders	Risk assessments; staff time; pre-visits	Ongoing	Pupils with additional needs are able to access trips and visits with appropriate planning and support.
Pupils feel safe and involved at playtimes	Promote inclusive play and respond early when pupils may be struggling in less structured settings.	Use proactive support, buddying, Nurture support and adult involvement where appropriate; monitor concerns and share them with class/inclusion team.	Playground staff / class teachers/inclusion team	Staff time; buddy arrangements	Ongoing	Pupils report feeling safe and involved; barriers to participation are identified and addressed. Pupil wellbeing surveys reflect positive

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						feelings and sense of improved wellbeing from all pupils.
Safe access around the school	Maintain safe, clear routes and identify environmental barriers that could disadvantage pupils with disabilities. Complete Accessibility review alongside health and safety reviews.	Undertake regular premises walks and risk assessments; keep routes clear; respond to identified hazards; plan reasonable adjustments to the physical environment. Adaptations to learning spaces to be considered in relation to cohort need. Both buildings have stairs. Classroom locations are altered to address mobility needs. Ground floor areas of both building remain accessible for all pupils.	School Business Manager/Health and Safety Governor/ premises staff/ELT	Premises checks; risk assessments	Ongoing	Safe access is maintained throughout the school and identified barriers are addressed promptly.
Access to clubs and enrichment	Ensure pupils with additional needs can participate in after-school clubs and extended provision.	Monitor participation; identify barriers; complete risk assessments where needed; agree reasonable adjustments and support arrangements with families. Review current club offer and consider if specific SEN club provision is required	DHT (Enrichment)/ELT/SENDCo	Registers; risk assessments; staff time	Ongoing	Pupils with additional needs can access clubs and extended provision with appropriate planning and support. Pupil and Parent surveys reflect positively regarding club access and involvement.
Use of quiet and sensory spaces	Provide appropriate opportunities for pupils to regulate and return to learning, consistent with individual need. BCI - Library/Sensory Room/Puffins. BCJ – Nurture room/ELSA room/FSW office.	Maintain suitable low-arousal/quiet spaces; ensure staff understand agreed regulation strategies; review access and effectiveness as part of individual planning. Individual Class teachers to consider the use of regulation stations within classrooms in line with cohort/pupil need.	Inclusion Team/SENDCo / FLT / year leaders and class teachers.	Quiet space; sensory resources; staff training	Ongoing	Pupils know where and how they can access appropriate regulation support and are able to return to learning when ready.
Emergency evacuation and safety arrangements	Ensure emergency procedures take account of individual needs and the additional vulnerabilities of pupils with disabilities or medical conditions.	Review individual evacuation/support arrangements; ensure staff know relevant procedures; include reasonable adjustments in risk assessments and emergency planning. Where necessary PEEPs have been completed.	ELT /School Business Manager/ SENDCo / premises staff	Risk assessments; PEEPs; staff briefing	Ongoing; reviewed annually	Emergency arrangements are understood, practicable and reviewed for pupils who need additional support.

3. Action plan – 3.3 Improve the delivery of information

The Federation utilises a variety of methods including visual timetables, pictorial representations, Widget and dyslexia-friendly fonts and overlays to support diverse learning needs. Communication with parents is robust and multi-faceted, delivered through emails, texts, letters, and frequent opportunities for parental engagement such as weekly celebration assemblies, PACT workshops and parents' evenings. The Federation maintains an open-door policy, alongside a Inclusion Team , ensures vulnerable pupils and their families receive tailored support. This supports the school's ongoing priorities to enhance communication and engagement, particularly for pupils with SEND and EAL backgrounds within a community facing significant social and economic challenges.

Target / issue	Current good practice / objectives	Actions to be taken	Person responsible	Resources	Date to complete actions by	Success criteria
Website and online information	Ensure information published for parents/carers is accessible and presented in clear language. Updated website design allows for translation of all information.	Review key website documents for accessibility and readability; use commonly understood vocabulary; provide support where a parent/carer needs help accessing materials. Provide visual info graphics of key information to support understanding.	ELT / offic staff /	Office time; website resources	Ongoing; reviewed annually	Parents/carers can access information about school and key arrangements.
Written materials in alternative formats	Provide information in formats that meet identified needs, including large print.	Offer enlarged print and other appropriate accessible formats; provide or arrange specialist formats where required; support parents/carers who need help	Office staff / ELT	Accessible templates; staff time	Ongoing	Parents/carers can access information and complete forms independently or with appropriate

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		completing forms. Investigate other methods of increasing accessibility and how to access alternative formats.				assistance.
Visual and symbolic communication	Use visual supports to increase understanding for pupils who benefit from pictorial or symbolic representations. Every year group has access to Widget to create specific resources.	Ensure consistent use visual timetables, Now/Next boards, timers, visual prompts and other agreed communication supports; share consistent approaches with relevant staff and families.	Inclusion Team/Class teachers	Visual resources; staff time	Ongoing	Pupils understand routines, expectations and written/verbal information more readily.
Translation, interpretation and communication support	Ensure parents/carers and pupils can participate in meetings and express their views accurately where English or spoken communication is a barrier.	Use appropriate translation technology/services; allow families sufficient time to arrange interpreters; arrange support for important meetings where required.	ELT / Inclusion Team	Translation tools/services; meeting time	Ongoing	Parents/carers and pupils can access meetings and communicate their views and understand others clearly.

4. Monitoring arrangements

This accessibility plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. Progress against the action plan will be monitored through school leadership, SEND review processes, premises and risk-assessment arrangements, and feedback from pupils and families.

The plan will be reviewed by the governing body and the Executive Leadership Team.

Feedback from staff, pupils and parents/carers will inform updates. Where an action is not achieving its intended outcome, the school will review the barrier, the adjustment or support provided, and the next steps.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour / Positive Behaviour policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy

Signed by Headteacher: _____ Date: _____

Signed by Governor: _____ Date: _____