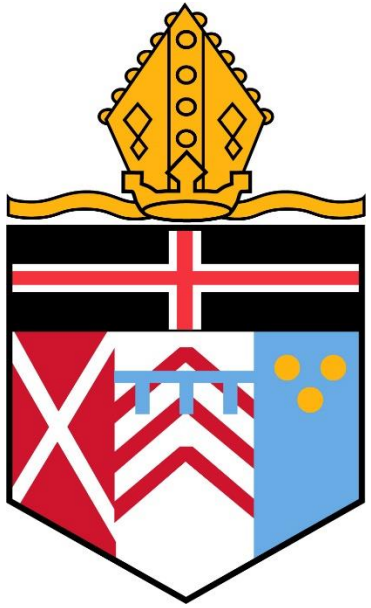
Blue Coat C.E. (Aided) Junior School



Accessibility Plan

Adopted: September 2026
To Review: September 2027

At Blue Coat CE Junior School we want all children to enjoy school, to be challenged to achieve and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan:

This plan shows how Blue Coat CE Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition of disability under the Equality Act 2010:

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal activities.

What 'substantial' and 'long-term' mean:

- *'Substantial' is more than minor or trivial – eg: it takes much longer than it usually would to complete a daily task like getting dressed*
- *'Long-term' means 12 months or more – eg: a breathing condition that develops as a result of a lung infection*

Physical

Process for Identifying Barriers:

To ensure the building remains accessible for all, the Head teacher and School Business Manager will monitor all risk assessments, service use and as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.

Current access provision:

- The building is all on one level with no stairs, kerbs or raised areas needed to access the building.
- There are no stairs within the building and all doors and corridors are wide enough for a wheelchair to pass through.
- The paths leading to the building from the main highway are of different widths with the central pathway being wide enough for a wheelchair to passcomfortably.
- At the back of the building, we have disabled parking for two vehicles and a drop-off zone.
- The building has one *accessible* toilet.
- There are different height tables situated around the building to accommodate need within the school, which can be moved to any area.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs. All tables and chairs can be moved.
- The school is served by a wireless system enabling internet access at any point in the building.
- The school have a number of portable devices such as iPads and chrome books for pupils use.

Objectives for Improvement in Access to the Physical Environment 2026-2027

Short Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To ensure all with a disability are able to be involved in school life.	Create access plan for individual disabled children.Undertake an audit to ascertain access needs and make sure they are met in the school, meetings and inall events.	September 2026 to July 2027	Teaching and non-teachingstaff	All children's needs to be met with reasonable adjustments.

Medium Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To develop playground and equipment to support all pupils.	Playground equipmentavailable for all pupils.	September 2026 to July2027	Headteacher, PE Coordinator, LunchtimeStaff, Class teachers, Support Staff	Children happy and engagedin purposeful activity over lunchtime observations. OPAL award achieved and maintained.

Long Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To consider the needs of all children in the developmental and planning stages of landscaping the exterior grounds of the school.	To consult with planners and contractors as to the positioning of outdoor equipment such as climbing frames, storage sheds, gardens and planters.	September 2026 to July 2027	Headteacher and Governors	All pupils regardless of ability can access the play equipment and storage sheds. All children feel safe playing in the grounds of the school.

The School Curriculum

Process for Identifying Barriers:

Teachers' planning is moderated and monitored by SLT to ensure the range of needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

- Within teacher's medium- and short-term planning, named pupils work on programmes aimed at improving their basic skills in literacy and math's, coordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is conducive and adapted to meet all learner's needs.

- All children are given equal access to a wide range of extra-curricular activities which are designed to meet the range of needs, visits, visitors and themedweeks which address specific subject learning opportunities such as: arts week and sports week.
- The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid, First Aid in the Work Place or Trained First Aider. Staff are given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meetthe needs of all pupils with a disability or allergy.
- To ensure the curriculum is accessible for all, the school use visual timetables, wobble boards, pencil grips, motor programs, movement programs, speech and language programs and offer a number of therapy programs as a means of support for identified pupils.
- All staff receive Level 1 and Level 2 Safeguarding training. There are three Designated Safeguarding Leads and the HT and DHT have attended additional safeguarding training sessions.
- All elements of Social, Moral, Spiritual and Cultural education including addressing British values and safeguarding concerns such as E-safety are permeated across subject and evident in curriculum planning and the sharing of pupils work through display. All pupils identified with a learning need, in each class, have access to intervention programs as part of their daily teaching program.

Objectives for Improvement of Access to the School Curriculum 2026-2027:

Short Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To ensure all staff are confident and knowledgeable of their pupils needs at the start ofthe new term.	SENCO to liaise with staff and up-skill them with information regards Quality First Teaching and interventions that may support the individual pupils.	Reviewed on a termly basis	SENCO	Good progress is made by allchildren regardless of need.
To keep up-to-date on allsafeguarding training.	Audit training needs of all staff. During the induction of new staff to the school they are informed of the designated officers for the school and how to record incidents and who to report information to.	Staff training termly	HT SBM	The pupils are kept safe at alltimes and staff are aware of the reporting procedures in place.

Medium Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress. Scrutiny of assessment system. Regular liaison with parents.	Termly	SLT, SENCO and class teachers	Closing the gap, children working at or closer to ARE.

Long Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To evaluate and review the above short and medium term targets annually.	See above	Annually	SLT, Subject leaders, Governors	All children are making good/expected progress from their starting points.

Support Services

Process for Identifying Barriers:

Information is shared amongst multi-agency professionals working in County Durham. Information is sought from the previous school for all pupils admittedto the school at the beginning or through the academic year. The SENCO, HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify need. Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals.

Current Support Services:

- The school work very closely with multi-agencies within the local authority to ensure a catalogue of evidence and advice is available to support and meetthe needs of children. This information or chronology is updated regularly after meetings or discussions concerning the child.
- The school use the services of all the professional teams working within the local authority including health colleagues such as CAHMS, SALT, Peace of Mind, Health Visitors, Family Workers, Domestic Violence workers, One Point teams and Social Workers.
- The school also buy into the services of the Educational Psychology Service.

Objectives for Improvement of Access to Support Services 2026-2027:

Short Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have aworking knowledge of multiagency support available for all pupils.	To audit current skills of allstaff in relation to support services they can offer pupils;	September 2026 and ongoing.	SENCO All Teaching Staff HT	The needs of each child areknown and teachers feel confident in dealing with any situation that may ariseproficiently. All policies and guidelines are available for reference and up loaded on to the website for access.
	Ensure all staff receive Safeguarding training and know the referral process in school.			
	To audit all policies and guidelines in relation to SEND, Safeguarding, Accessibility and Equality.			

Medium Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To work more closely withLocal Authority Education Psychologist service	Ensure that meetings/discussions are held with EP prior to assessment and then follow up/summary is given after assessment to teachers and parents.	Termly	SENCO HT Teaching Staff	Greater understanding of the needs of the children are explained clearly to theadults working with the children and their parents.

Awareness

Process for Identifying Barriers

All stakeholders have the opportunity to partake in an evaluation session at the end of an academic year to identify the school's strengths and areas for development. On a termly basis, the HT reports to the Governing Body on the school provision, curriculum design and staffing professional development to ensure there is a culture of understanding relating to Equality.

Current forms for ensuring Awareness:

- Within the curriculum, time is set aside to address aspects of Equality and explore pupils understanding and values through small group discussion andactivities and questions around aspects of learning.
- PSHE/RSE (building communities) curriculum is delivered from Year 3 to Year 6 following medium term plans which covers all topics relating to living in the wider world, health andwellbeing and relationships.

Objectives for Improvement of Access through Raising Awareness 2026-2027:

Short Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To address different aspects of disability through assembly themesand class discussions.	To hold regular assembliesrelating to SMSC or areas of intolerance that are experienced in school.	September 2026 Ongoing	DHT HT Class teachers ,PSHCE Coordinator	There is an ethos of caringand tolerance of others emanated around the school.

Medium Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To ensure all staff are confident and knowledgeable in the Educate and Celebrate programme and the RSE curriculum.	All teaching staff to evaluate the Educate and Celebrate materials and the RSE curriculum how effective it is at changing mindsets.	September 2026 and ongoing through each term	HT PSHCE Coordinator	The needs and feelings of each child in school and the wider community are valuedand respected.

Communication

Process for Identifying Barriers:

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current Forms of communication used:

- The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning, such as termly parents' evenings, Half termly newsletter, ClassDojo, personal invites, text messaging and the school website.
- Teachers are always available to speak to parents and respond to emails.

Objectives for Improvement of Access through Communication 2023-2026:

Short Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To use *Parent app* to sendout monthly text messages with a link to school newsletter	Admin manager to collect allcontact details from family members.	Monthly from September2026	Admin ManagerHT	High proportion of Parents will access monthly newsletter.

Medium Term

For all teachers to be kept up-to-date as to the categories their pupils fall within, such as SEND [Special Educational Needs or Disability] PP [Pupil Premium] , CLA [Children Looked After], FSM [in receipt of Free School Meals], EAL [English as an Additional Language] or GRT [Gypsy, Roma, Traveller]	To prepare class information sheets which highlight the group or groups a child may fall within.	Termly	Admin Manager HT SENCO	All data analysed shows pupil progression and indicates the attainment levels and expectations nationally for specific pupil groups.

Long Term

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To make available any written material in alternative formats.	All staff and parents aware of services available for requesting information in alternative formats and any adjustments that may be needed when they visit school.	Annually	HT Office manager	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.