

EdStart – Specialist Education Ltd.

Accessibility Plan

Bury

Policy Reviewed	July 2025
Review Date	September 2026

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1. Aims of the Policy

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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

Bury aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school values – Humanity, Togetherness, Compassion and Progression – are at the centre of all that we do, and this is particularly true for disabled stakeholders (including staff, pupils and parents/carers). As a school we recognise our duty under DDA/SENDA legislation:

- Not to discriminate against disabled pupils in their admissions, exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting pupils with a disability at a substantial disadvantage
- To publish an Accessibility Plan
- Governors and staff will have regard to the DRC Code of Practice (2002)

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including teachers, pupils, parents/carers and Governors.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan – Bury

Aim	Current Good Practice	Objectives	Action to be Taken	Date	Success Criteria
1. Increase access to the curriculum for students with additional needs	Differentiated curriculums for all students Resources tailor-created to suit bespoke needs Access resources: reading pens, coloured overlays, coloured paper Curriculum progress tracked for all students SMART targets set IPP files in place	Review accessibility of curriculum Reader pens available; SENCo trains staff and students Improve knowledge of disability and individual needs across the site	Review of SoW and LTPs Staff awareness campaigns throughout the academic year Gather views of all stakeholders Active student and parent/carer voice Ongoing CPD: disability awareness, SEND, need-specific training SENCo knowledge updates on access arrangements	April 2025	SoW and MTPs evidence differentiation and scaffolding Reader pens in use; students articulate their usage Stakeholder views collated and actioned Staff training records maintained Access arrangements evidenced

Aim	Current Good Practice	Objectives	Action to be Taken	Date	Success Criteria
2. Improve and maintain access to the physical environment	The environment at Bury is adapted to the needs of students as required. Where physical needs cannot be fully met this is stated during consultation.	To ensure students and parent/carers are fully informed about the accessibility at Bury based on the current physical building.	Audit of procedures to ensure these match the school's offer Maintain access routes specific to Bury Access ramp / level entry maintained Emergency access routes kept clear Accessibility audit completed termly by site lead	Feb 2025 / Ongoing	Audit complete and offer represents accessibility policy Maintained routes evidenced with photo record Emergency access routes documented in site risk assessment
3. Improve the delivery of information to pupils with additional needs	Internal signage Large print resources as required Accessibility tools in Office 365 Use of video/audio as well as written text Letters/printed materials on coloured paper specific to student needs VI/HI/Sensory Team involved where relevant	Information to be accessible to all school users. All documents available in alternate formats as required.	All documents available in alternate formats on request Meetings to include translator/sign language interpreters as required Communication with families adapted to individual needs	Ongoing	Progress of students with communication/sensor needs evidenced Feedback from students, parents and carers Requests for alternative formats recorded and actioned

3a. Physical Environment – Photo Evidence

The following photographs document the current physical accessibility features at this site:

Feature	Photo Evidence
Main Entrance (Street Level) Main EdStart Schools entrance from street level showing automatic sliding doors and level threshold ramp into reception	
Internal Fire Door (Stairwell) Internal fire door leading to stairwell, fitted with vision panel and 'keep shut' signage	
Accessible Toilet (Signage) Accessible toilet door showing wheelchair accessibility signage alongside girls' toilet sign	

4. Monitoring Arrangements

This document will be reviewed every year. It will be approved by the Board of Governors.

5. Links with other Policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement
- SEND Policy
- Admissions Policy

6. Activity and Development

a) Education and related activities

Bury will continue to seek and follow the advice of Education services and of appropriate health professionals from the local NHS Trusts. The SENCo will lead on curriculum accessibility reviews each term and report to the Director of Education.

b) Physical environment

Bury will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and requesting future improvements and refurbishment of the site and premises. A physical access audit will be completed annually and any actions raised will be included in the site improvement plan.

c) Provision of information

Bury will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested. All communications will be adapted to meet individual family needs as identified through the admissions and EHCP review process.

7. Sign-off

Director of Education	Kevin Buchanan
Date	July 2025
Review Date	September 2026