



Accessibility Plan

Buxlow School

September 2025

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1 Introduction

1.1. The document outlines our Accessibility Plan as required by the Equality Act 2010. The Act makes it unlawful for Inspired Learning Group, which is the responsible body of a school, to discriminate against, harass, or victimise a pupil or potential pupil or staff in relation to:

- admissions;
- the way we provide education for pupils;
- the way we provide pupils access to any benefit, facility or service;
- by excluding any pupil or subjecting them to any other detriment.

1.2. The Act outlines some protected characteristics (below) and we pay due regard to these:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

2 Purpose

2.1 This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school. The plan is reviewed every three years.

2.2 The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2.3 The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010.

3 Reasonable Adjustments

3.1 We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

3.2 When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

3.3 Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

3.4 There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

3.5 Our SEND Policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

3.6 Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.

3.7 We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable.

3.8 It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be reasonable. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils

4 Aspects of the Plan

4.1 Our Accessibility Plan focuses on the following areas:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors.

5 Responsibility

5.1 It is the responsibility of the Head to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's website.

5.2 It is the responsibility of the Proprietor (via the Director of Operations) to ensure that the plan is reviewed annually and is fit for purpose.

Accessibility Plan

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Curricular review to ensure it meets the needs of all pupils:	Review at end of each term	Head, SENDCo, Teachers, HLTA's	SCERTS Approach. Curriculum and planning regularly reviewed to ensure equal access for all and to ensure that all pupils make at least good progress
Access for SEN needs:	IEPs Reviewed every 6 weeks. Cohort monitoring meetings each term	Head, SENDCo, Teachers, HLTA's	Support in place for children's identified additional needs through: differentiated planning, teacher support, HLTA support, SENDCo or external agencies as appropriate, intervention groups, workstations, use of visuals, equipment, small class sizes, 1:2 staff:child ratios, low-arousal environment
Resourcing to support access to the curriculum and learning:	Termly and as required Audit of resources needed Aut 1	Head, SENDCo, Teachers, HLTA's	All children have access to suitable resources: equipment, differentiation / scaffolding of task

Working with children with ASC Training to be determined for throughout the year.	As required Aut 1 – Head to make contact	Head, SENDCo, Teachers, HLTA's	Support from BOAT (Brent Outreach Autism Team)
Language Development/interventions	Provision: Daily Highly Specialist Speech & Language Therapist in once per week. - To be appointed Autumn term 1 (cost tba)	Head, SENDCo, Teachers, HLTA's, SALT	Staff understand and deliver vocabulary intervention e.g. Box Clever focuses on nouns, then adjectives, then verbs and then moves onto using the new vocabulary in play and general everyday interactions Input and support from Highly Specialist Speech & Language Therapist. Teacher/HLTA attend sessions and practise recommended activities and strategies with child daily to ensure daily input and use of strategies
Social groups, Lego Therapy (in house)	Provision: Timetabled	Head, SENDCO, Teachers, HLTA's	Staff understand and deliver a social communication intervention. Children practise social skills such as speaking to a peer, listening to a peer and turn taking
Sensory Circuits and movement programs	Resources to be ordered Aut 1 (cost tbc) Refresher training for staff – Aut 1 Provision: As required, daily	Head, SENDCO, Teachers, HLTA's	Staff understand the need for movement breaks and sensory circuits to regulate child and reduce incidents of dysregulation throughout the day and prior to learning

Attention & Listening, Bucket Time	Provision: Timetabled Staff training Aut 1&2	Head, SENDCO, Teachers, HLTA's	SENDCo delivers timetabled Bucket Time sessions for pupils identified that would benefit from the intervention to support development of attention & listening skills- supported by HLTA
Occupational support	OT visits one day per week - TBA In-house support -As required, if not daily	Head, SENDCO, Teachers, HLTA's, OT	Specialist OT support – 1 day a week. Teacher/HLTA attend sessions and practise recommended activities and strategies with child daily to ensure they are receiving OT support on a daily basis

Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

Targets/Strategies	Timing	Responsibility	Success criteria
Sensory resources and fidget toys available in class and Sensory Room/Intervention room	Available all of the time Aut 1 ordered	Head, SENDCO, Teachers, HLTA's	Pupils are supported in their Emotional regulation Pupils are able to attend to carpet sessions with increased attention for periods of time- dependent on child
Additional space for interventions such as Sensory Circuits	Available all of the time	Head, SENDCO, Teachers, HLTA's	Use of Hall, Outside Area, Library Area for 1:1 work and workstation activities – Emotional Regulation
Visuals Subscription to Widgit	Ordered Aut 1 - £340 per year subscription	Head, SENDCO, Teachers, HLTA's	Class visual timetable, individual Now/Next board, PECs,

Designated calm spaces in classrooms and Sensory Room	Provision: Available all of the time	SENDCO, Teachers, HLTA's	Cosy and calm corners in classrooms and sensory room with resources to support emotional regulation
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Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

Targets/Strategies	Timing	Responsibility	Success Criteria
Internal signage See Widgit	On-going	Head, SENDCO, Teachers, HLTA's	Pictorial / symbolic/ native language displayed in all classrooms/around school to support child's understanding and communication
Additional time for assessments/learning	Introduce Assessments systems Aut 1 Termly	SENDCO, Teachers, HLTA's	Additional time allocated for assessments of pupils, breaking assessments into shorter sessions to allow for attention span of child and extended time for processing
Educational aids	On-going	SENDCo	Support learning and emotional regulation e.g. access to use of a writing wedge, wobble cushions, fidget toys, etc.
Review of seating area/position in class	On-going	SENDCO, Teachers, HLTA's	Addressed on individual basis
Use of Makaton	On-going	Head, SENDCO, Teachers, HLTA's	Support language development: expressive and receptive