



Accessibility Plan

Bentham Community Primary School

Date: 26.03.2025

Next review: March 2028

Aims

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

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

At Bentham Community Primary School, we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and we treat one another with respect. Bentham Community Primary School provides pupils with the opportunity to experience, understand and value diversity. We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life. We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers. We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

Bentham Community Primary 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 pupils, parents, staff and governors of the school.

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.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE (Including established practice and practice under development).	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON(s) RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all children • We use resources tailored to the needs of children who require support to access the curriculum • SEND Provision Maps and use of North Yorkshire Mainstream Toolkit. • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all children, including those with a disability • Targets are set effectively and are appropriate for children with additional needs • The curriculum is regularly reviewed to ensure it meets the needs of all Children. • Nurture room, Den and Nest Room (quiet spaces).	All children to know more, remember more and do more regardless of any additional needs Staff are fully trained to support all children Smooth transitions of all children with SEND (into school, within school and to secondary school)	End points identified for all children. Continue to review curriculum offer with inclusion at the centre. – Monitoring. Programme of relevant training and cascading expertise developed. To maintain effective target setting and review record keeping systems, introducing Insight. Continue to develop transition opportunities with other settings. Review in school transition opportunities.	All Staff/SENCO SENCO/SLT SLT EYFS Teacher/Year 6 Teacher. SLT	Ongoing Ongoing Annual Review	All children access broad and balanced curriculum, Making progress to meet relevant end points. All staff deliver necessary support and interventions across all year groups. All children feel safe and secure and make good progress in new classroom/school.

Improve and maintain access to the physical environment	• Disabled access • Disabled toilets (X2), shower and changing facilities. • Corridor/door width. • Disabled parking. • Ramps • Blinds in all classrooms to assist children with visual disturbance/visually impaired children • Fire assembly signage in place. • Nurture room, Den and Nest Room (quiet spaces).	To maintain accessibility areas of school,	Annual check Health and Safety – Accessibility for all. Are areas of school accessible to those that need them eg. Parking bays for blue badge holders.	Headteacher	Annual	Access for all users.
		To review forest school opportunities and school's outdoor areas to ensure accessible to all.	Maintain accessibility in outdoor areas of school site. Eg. Pathway around field, Garden areas and ensure access to outdoor curriculum opportunities.	Headteacher	Ongoing	All users can access outdoor learning and provision that is sustainable.
			Review access to school playground through gates from car park at beginning and end of school day/sessions. Safeguarding and access considerations with implementation of 2-year-old provision.	Headteacher/SLT	December 2026	

Improve the access of information	Our school uses a range of communication methods to ensure information is accessible.	Children who need to are benefitting from resources that aid accesss.	Monitoring use of resources within learning and impact on learners.	SENDCo	2026	Access for all users
	This includes: • Internal signage • Large print resources on request • Use of Makaton • Induction loops • Pictorial or symbolic representations including visual timetables. • Accessibility statement on website.	Written materials can be provided in alternative formats on request.	Written information provided in alternative formats as necessary. Offer service of support in school to help aid parents if and when necessary.	Headteacher/SLT SENDCo/DSL	Ongoing Ongoing	School is inclusive and alternative communication methods available. Parents feel supported.
		Review accessibility options/features when creating new school website.		Headteacher/SLT	Summer 2026 and Annual Review	Website is complaint with helpful features supporting access.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body and the headteacher.

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 for publication
- Special educational needs (SEN) information report and local offer
- SEND policy
- Educational Visits policy
- Behaviour policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility Audit

The table below contains some examples of features that you might assess as part of an audit of school's physical environment. It is not an exhaustive list.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by.
Number of Storeys	Single story building. No Lifts All stairs outside of building have ramp route alongside.			
Corridor access	One long main corridor. Accessible by electronic doors by the car park and through main entrance of school. Single door access by the school hall. Access via doors for staff mainly. Doors – fob access on entry.			
Entrances	There is a single main entrance at the front of the building to the Reception area. Children and parents access classrooms from the school playground at the back of the school building via pathways and gates which are locked. The gates are unlocked at the start/end of the school day.			
Parking Bays.	2 disabled parking bays and a staff car park the car park can be accessed by parents throughout the school day			
Ramps	There is a ramp from the car park onto the path/walkway that leads to reception and all the way around the school to the playground.			

Toilets	There are 3 disabled toilets one with a shower. There are small toilets in the EYFS area and there are boys and girls toilets in both sections of the long corridor.			
Reception Area	Reception area is easily accessible in the middle of the building and has the main entrance through electronic doors. There aren't any steps to access reception. There is a wheelchair accessible desk			
Internal Signage	All doors are labelled clearly.			
Emergency escape routes	Each classroom has a door onto the playground. There is an electronic door at the staff entrance close to the car park. There are 2 electronic exits to the Reception area (front of school and onto playground. The Hall has a large sliding door onto the playground, 2 fire exits. Electronic doors open automatically in case of fire alarm activation.			
Outdoor Areas.	2 Large space at the front of the school building and the smaller area next to the school hall.	Ground can become very muddy in winter months. Review made as to whether outdoor learning can be accessed by all. Review as to whether pathways can be improved/more sustainable.		

Additional Accessibility Priorities 2026-27: Nursery Provision

With effect from September 2026, Bentham Community Primary School will operate a governor-led nursery provision for two-year-old children. The school is committed to ensuring that the new provision is fully inclusive and accessible to all children, families, staff and visitors.

The school will:

- Ensure the nursery environment is accessible and suitable for children with a range of physical, sensory, communication and developmental needs.
- Review admission, induction and transition arrangements to ensure that children with SEND and disabilities can access the provision successfully from the earliest stage.
- Ensure that information for parents and carers can be made available in alternative formats where required.
- Monitor the accessibility of the purpose-built nursery classroom, toilet and changing facilities, and outdoor learning environment.
- Review the operation of the secure keypad entry system to ensure that safeguarding requirements are balanced with accessibility for disabled parents, carers, visitors and emergency services.
- Continue to provide visual supports, communication aids and reasonable adjustments where appropriate to support children's participation in nursery activities.
- Ensure that emergency evacuation procedures and risk assessments take account of the needs of disabled children, staff and visitors, including the development of Personal Emergency Evacuation Plans (PEEPs) where required.

The effectiveness of these arrangements will be monitored throughout the 2026-27 academic year by the Headteacher, SENDCo and Governing Body and will inform the next full review of the Accessibility Plan.