



The Blue Sky Federation

Resilience – Responsibility – Respect – Restorative

The Best You Can Be – Everyone, Every Day

ACCESSIBILITY PLAN

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1. 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.

Our Federation aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are responsible for ensuring that all pupils can participate equally in every aspect of our school curriculum and daily life.

We respect the self-esteem and dignity of all pupils when making decisions on teaching, learning, and the layout and use of our school sites. We build resilience in every member of our school community by supporting them to be the best they can be in all aspects of school life.

This plan applies to **both schools within The Blue Sky Federation – Heelands School and Summerfield School** – and recognises the need to ensure accessibility at each site. Each school completes its own accessibility audit annually, with findings reported to the Federation Governing Board.

This plan will be published on the Federation website, and paper copies are available upon request.

The Federation is committed to ensuring that staff are trained in equality and inclusion issues, with reference to the Equality Act 2010, the SEND Code of Practice 2014, and the most recent *Inclusive Education and SEND in Mainstream Schools* guidance (DfE, 2024).

Our Accessibility Plan supports Ofsted’s framework expectations on inclusion, curriculum access, and personal development for all learners.

2. Legislation and Guidance

This document meets the requirements of:

- Schedule 10 of the *Equality Act 2010*.
- The *SEND Code of Practice: 0–25 years* (2014).
- *Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018* (updated 2023).
- DfE guidance on *Inclusive Schooling and SEND in Mainstream Schools* (2024).
- *Keeping Children Safe in Education* (2025).

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.

Schools must make “reasonable adjustments” for pupils with disabilities to alleviate any substantial disadvantage compared to non-disabled peers. This may include auxiliary aids, specialist support, or adjustments to premises.

3. Action Plan

Aim 1: Increase access to the curriculum for pupils with a disability

Current Good Practice:

- Liaison with the Local Authority SEND team and external agencies.
- Use of specialist teachers and LSAs to support learning.
- Inclusion of parents and pupils in setting outcomes.
- Differentiated teaching and clear learning objectives.
- Access to national and internal assessments with appropriate adjustments.
- Wellbeing support and targeted interventions.

Objectives and Actions:

Objective	Actions	Responsible	Timescale	Success Criteria
Ensure staff are confident in supporting pupils with SEND and medical conditions	Annual SEND training; medical updates; induction for new staff	SENDCo / SLT	Annual	Staff demonstrate confidence and compliance with individual plans
Improve staff awareness of neurodiversity (ASD, ADHD, Dyslexia, PDA)	Annual CPD and inclusion briefings	SENDCo	Annual	Improved classroom support and differentiation
Strengthen support for emotional wellbeing and mental health	Participate in Wellbeing Award; access counselling and mentoring support	Wellbeing Coordinator / SENDCo	Ongoing	Positive wellbeing indicators across pupils and staff

Embed digital accessibility across learning platforms	Audit online systems for compliance with WCAG 2.2 AA standards	Computing Lead / SENDCo	July 2026	All platforms accessible to all pupils
Include pupil and parent voice in accessibility reviews	Conduct annual accessibility surveys and pupil “walks”	SENDCo / SLT	Annual	Actionable feedback informs improvement

Aim 2: Improve and maintain access to the physical environment

Current Good Practice:

- Wheelchair access to key buildings.
- Accessible toilets and private spaces for meetings.
- Regular site reviews for compliance and safety.

Actions:

Objective	Actions	Responsible	Timescale	Success Criteria
Improve physical access to entrances and play areas	Install ramp access from car park; mark and reserve disabled parking space	Site Manager / SLT	July 2026	Step-free, accessible routes across both school sites
Ensure emergency systems meet all accessibility needs	Explore visual and vibrating alarm systems	Site Manager	Dec 2026	Visual alarms installed or equivalent provision in place
Maintain safe, accessible outdoor learning spaces	Regular checks for surfaces, lighting, and safety	Site Manager / EYFS Lead	Ongoing	All outdoor areas remain inclusive and safe

Aim 3: Improve the delivery of information to pupils and parents

Current Good Practice:

- Visual timetables and symbol support.
- Home–school communication books.
- Accessible website and text messaging system.

Actions:

Objective	Actions	Responsible	Timescale	Success Criteria
Ensure all information is accessible to all families	Provide large print, simple language, translated, and digital formats	Office / SENDCo	Ongoing	Families report improved access to information

Ensure website meets accessibility regulations	Review accessibility statement and compliance annually	IT Lead	Annual	Website compliant with latest accessibility standards
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4. Monitoring Arrangements

This plan will be reviewed every **three years**, or sooner if required. Progress against objectives will be reported **annually to the Governing Board** via the SEND and Inclusion Report.

5. Links with Other Policies

This plan links to:

- Equality Information and Objectives Statement
 - SEN Information Report
 - Supporting Pupils with Medical Conditions Policy
 - Health and Safety Policy
 - Positive Behaviour Policy
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Appendix 1: Accessibility Audit Summary (Updated 2025)

Area	Status	Action Required
Disabled parking space	No	Mark and reserve dedicated bay by entrance at each school
Ramp from car park to entrance	No	Include in site improvement plans for both schools
Visual alarms for hearing-impaired users	No	Review systems and funding options
Non-visual guides (e.g. tactile signage)	No	Consider phased introduction
Access to classrooms and corridors	Yes	Maintain clear, unobstructed routes
Wheelchair-accessible toilets	Yes	Maintain and check regularly
Accessible website and digital information	Partial	Review and update annually to meet WCAG 2.2