

Bledlow Ridge School



ACCESSIBILITY PLAN

Written in October 2026

Review date: October 2029

October 2026 Update

The Accessibility Plan has been reviewed and updated to strengthen alignment with the Equality Act 2010. All aims have been revised to reflect the inclusion of all nine protected characteristics, ensuring that actions, resources and success criteria promote equality, representation and full participation for every pupil, parent, staff member and visitor. This update reinforces the school's commitment to an inclusive culture where diversity is recognised, respected and celebrated.

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 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.

Our principles that relate to equality and inclusion are based on our school values.

Our school values underpin our teaching and learning and provide an environment which prepares all our pupils to be confident and happy citizens



Equality Statement (refer to Equality objectives)

At Bledlow Ridge School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Meeting these requirements is consistent with the school's SEND Policy as well as the school's Equalities Objectives and Equality and Cohesion Policy.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Bledlow Ridge School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

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.

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.

Bledlow Ridge School is committed to equality of opportunities in all aspects of our provision.

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

Principles

At Bledlow Ridge School we believe that all children are entitled to equal access to learning in accordance with their need regardless of race, sex, creed, religion, sexual orientation, disability or age.

Our school values (empathy, resilience, respect, curiosity, confidence and health) demonstrates our commitment to helping our pupils achieve their potential. Bledlow Ridge School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers for disabled pupils in every area of school life

Information from pupil data and school audit

The presence of any disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the SEND register and pupils' individual learning plans (if applicable).

Monitoring Equality Across ALL Protected Characteristics

The school monitors equality across all nine protected characteristics and ensures that pupils, staff and families are not disadvantaged or discriminated against in relation to any of these. Governors receive regular updates on equality-related data, incidents, and actions.

Pupil Voice and Parent Voice

Pupil voice and parent voice are used to inform equality actions, including curriculum development, accessibility improvements, and inclusion priorities. Feedback is gathered through surveys, discussions, and targeted consultation with families of pupils with disabilities.

Staff Training and Professional Development

Staff receive ongoing training in equality, diversity and inclusion, including disability awareness, unconscious bias, and inclusive classroom practice. Training needs are reviewed annually and incorporated into the school's CPD programme.

Bullying, Harassment and Incident Monitoring

Incidents related to bullying, harassment or discrimination (including racist, homophobic, sexist or disability-related incidents) are recorded on CPOMS and monitored. Patterns and trends are analysed to inform preventative work.

Curriculum

The curriculum reflects diversity and promotes understanding of different cultures, identities and experiences. Subject leaders review curriculum materials to ensure representation and challenge stereotypes.

The main priorities in the school's plan

Bledlow Ridge School has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning:

- Increase access to the curriculum for all pupils, taking account of 9 Protected Characteristics.
- Improve and maintain access to the physical environment
- Improve the delivery of information for all pupils, taking account of 9 Protected Characteristics.
- Improve the environment of the school to increase the extent to which all pupils can take advantage of education and associated services

Management, implementation and publication

The accessibility plan supports and is supported by other school policies:

- School Improvement Plan
- SEND policy
- Equality policy
- Health and Safety Policy
- Supporting pupils with medical conditions policy

Monitoring arrangements

The Accessibility plan will be reviewed and revised every 3 years by the SLT and the Governing Body. These reviews will use children's individual access plans that are encompassed in ECHPs (where applicable), data monitoring information and the priorities in the School Development Plan.

The Accessibility plan will be available to all children, staff, and parents to contribute to the review process at any time.

The Accessibility plan is published on the school website and can be available as a paper copy from the school office.

BLEDLow RIDGE SCHOOL ACCESSIBILITY PLAN (3 Year Plan)

Aims	Resources	Action to be taken and by whom	Impact on pupils/success criteria
Aim 1 To ensure that all children, including those with protected characteristics, are able to access play equipment at break and lunchtimes. To ensure that children with protected characteristics are actively involved in choosing new playground equipment. To ensure that all children feel empowered, valued, and confident that their views and identities are respected .	The school takes all reasonable measures to ensure that playground equipment is accessible, inclusive, and suitable for all pupils, including those with protected characteristics (e.g., disability, race, religion, sex, gender reassignment, sexual orientation, age, pregnancy/maternity). The PE Lead regularly purchases new play equipment (e.g., balls, Frisbees, sensory items) and considers the needs, preferences and cultural backgrounds of all pupils. The adventure playground is maintained by the caretaker and inspected annually to ensure it is safe and inclusive.	The PE Lead will regularly review how playground equipment is accessed and used by all pupils, ensuring representation and inclusion across protected characteristics. Pupil voice will be used to inform purchases, ensuring that children from all backgrounds and identities contribute to decisions. Annual inspection of the adventure playground will be completed, and any actions required will be addressed promptly.	All pupils, including those with protected characteristics, will be able to use equipment at break and lunch. Children will report that they enjoy break times and feel included, represented and valued. Children will feel empowered by contributing to decisions about playground equipment and will recognise that their identity, needs and preferences matter.
Aim 2 To ensure all children, including those with protected characteristics, can access all lessons across the curriculum, including practical subjects. To ensure subject leaders consider representation, accessibility and inclusion when selecting equipment and resources.	Subject leaders will review equipment (e.g., paint brushes, scissors, saws, science apparatus) to ensure it is accessible, culturally appropriate, and inclusive for all pupils. Adaptations may include coloured paper, enlarged text, coloured IWB backgrounds, additional time, scribing, reading support, or personalised scaffolding. Classroom layouts will be organised to	Subject leaders will review resources at the start of the autumn term. Subject leaders will liaise with the SENDCo and senior leaders to identify and purchase resources that support inclusion across protected characteristics. Staff will ensure classroom organisation supports equitable access for all learners.	All pupils, including those with protected characteristics, will access lessons alongside their peers. Pupils will report feeling included, represented and able to participate fully in learning.

	support safe, inclusive access for all pupils.		
Aim 3 To ensure all children, including those with protected characteristics, can access extra-curricular activities, educational visits and internal events.	Staff will work with club providers to ensure activities are inclusive and culturally sensitive. Pre-visits will be conducted to ensure venues are accessible and welcoming for all pupils. Transport arrangements will be adapted where needed to ensure equitable access.	Education coordinator and class teachers will liaise with external venues to ensure accessibility and inclusion. The school office will work with families to support access to clubs for pupils who travel by bus. Staff will adapt activities to ensure representation and participation across protected characteristics.	All pupils will be able to attend the extra-curricular activities they choose. Pupils will report feeling included and able to participate in school events. Families will feel supported and confident that their child's identity and needs are respected.
Aim 4 To ensure all classrooms and public spaces are clutter-free, safe, and accessible for all pupils and visitors, including those with protected characteristics.	External agencies (OT, SaLT, Physio) may advise on adjustments. Storage solutions or minor building work may be required.	Termly site inspections will check accessibility and clutter-free environments. HT/DHT will remind staff of expectations around maintaining accessible spaces. Staff will report maintenance concerns to the caretaker.	All pupils and visitors will be able to move safely and confidently around the school. The environment will reflect an inclusive culture where everyone feels welcome.
Aim 5 To ensure the school is compliant with statutory regulations relating to safety, risk assessments, emergency procedures and personal emergency evacuation plans (PEEPs) for pupils and adults with protected characteristics.	Specialist advice may be required. Staff training may be needed for new or updated procedures.	HT/SENDCo will write and review PEEPs as required. Fire drills will take place termly, with reports shared with staff. Risk assessments will be reviewed to ensure they consider all protected characteristics.	The school will remain fully compliant with statutory requirements. All pupils and adults will be safe and supported during emergency procedures.
Aim 6 To ensure adequate parking and safe access for parents, carers and visitors with protected characteristics. s.	Existing disabled parking spaces in the church car park. Flexible drop-off and pick-up arrangements. Additional adult support where needed.	Regular review of families requiring accessible parking. Creation of new spaces if demand increases. School office will coordinate alternative arrangements for families who need them.	Parents and carers with protected characteristics will be able to park safely and access the school. Families will feel supported and respected. .
Aim 7	Cleaning schedules and contracts. Professional carpet cleaning. PSHE	HT and caretaker will monitor cleaning standards. Staff will teach	The school environment will be clean, safe and hygienic. Absence due to

To maintain a high level of cleanliness and hygiene to protect all children, including those with protected characteristics such as medical conditions or low immunity.	curriculum content on hygiene.	hygiene as part of PSHE. Cleaning company will respond to concerns promptly.	illness will reduce. Pupils will understand and practise good hygiene.
Aim 8 To provide opportunities for pupils to meet and learn from people representing a range of protected characteristics, promoting empathy, respect and understanding.	Assemblies, curriculum events, external visitors, themed days.	Continue inviting visitors who represent diverse identities and experiences. Weekly assemblies will reference protected characteristics and celebrate diversity. Curriculum activities will highlight inclusion and representation.	Pupils will enjoy meeting diverse role models. Pupils will demonstrate empathy, respect and understanding. Pupils will recognise diversity as a strength within the school and wider community.