



REVIEW AND CHANGES/ADDITIONS ARE IN BOLD

Austrey and Newton Regis CE Primary Schools Accessibility Plan

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Agreed by LAB:

Review: September 2026

The BDMAT SEND vision

We are 'ONE'

'Together, you are the body of Christ, and each one of you is a part of that body'

Corinthians 12

Principles of Belonging

Our Five Principles of 'Belonging' drive and empower all we do to ensure every SEND pupil in our trust feels a true sense of belonging and in doing so achieves their very best.



Dignity for ALL Dignity not deficit- Children who learn at different rates are embraced, their education should be characterised by dignity and learning with support for their needs.

All empowered to enact change Accountability and action at all levels- everyone across BDMAT has the agency and responsibility to act.

Together we thrive Greater complexity merits greater expertise- All professionals working in BDMAT have a responsibility to provide a high- quality education for all where all children across the trust thrive.

Great destinations, different journeys Children who learn at different rates are embraced across BDMAT - education is characterised by recognising that some children may have a different journey but will still reach the destination they are capable of

Celebrating every success Success does not look the same for all children within BDMAT- we value and celebrate a wide range of achievements and experiences, including different ways of participating in and contributing to society

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows: *Created to be like God, we are all individual, different, and precious.*

As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek justice for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need and we act and speak up for those who don't. Equity underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school.

Trusting in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.

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 schools aim to treat all their pupils fairly and with dignity and respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As Church schools, we are committed to ensuring that we create schools that enable all of our pupils to 'live life in all its fullness'. Inclusivity is at the heart of our schools' identities. Through our

Christian ethos, we are committed to ensuring that all members of our learning community are valued and respected.

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

Our schools are 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 schools' complaints procedures cover the accessibility plan. If you have any concerns relating to accessibility in either school, this 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/has 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.

This policy complies with our funding agreement and articles of association.

The Local Academy Board should monitor progress towards its accessibility plan each year. An up-to-date copy of this plan should be easily found on the schools' website and a hard copy of the document should be provided to anyone requesting one within ten working days.

Our School Environments and contextual information

Both schools were audited by an NHS employed occupational therapist in June 2025 as part of a project aimed at supporting neurodivergent pupils in the school environment. In June 2026 Newton Regis was assessed by the Local Authority's Integrated Disability team, an Occupational Therapist and a Physiotherapist in relation to a pupil starting with Cerebral Palsy, one adjustment was recommended and made. In September 2026 the following remains in place.

Austrey	Newton Regis
- The whole building is on one level - Car parking space near to the school entrance - A larger toilet that can accommodate a wheelchair - Carpet sound proofing to all classrooms - Well illuminated classrooms and corridors - Good outdoor lighting - All classrooms and offices have blinds fitted to reduce glare - All the classrooms are closed (not open plan) - A designated Specialist Teacher and Educational Psychologist supplied by the Local Authority - The ability to refer to and seek assistance from the integrated disability service (complex needs and physical needs) and hearing/vision impairment team for support - The ability to refer to and work with NHS services including the School Health Team (Connect for Health), Occupational Therapy, Speech and Language and CAMHS - The ability to refer to professionals specifically available to BDMAT schools including Occupational Therapist, Speech and Language Therapist, Play Therapist and Behaviour support - Operations Support from BDMAT for health and safety issues, building development and site development - A well balanced and differentiated curriculum to meet the needs of all pupils - Clevertouch interactive whiteboards - Access to ipads and chromebooks as alternative means for recording information - Access to 'Widget Online' to produce visual resources to support learning	- The whole building is on one level - Car parking space near to the school entrance - A disabled toilet with grab rails - Carpet sound proofing to all classroom and most corridors - Well illuminated classrooms and corridors - Good outdoor lighting - All classrooms and offices have blinds fitted to reduce glare - All the classrooms are closed - A designated Specialist Teacher and Educational Psychologist supplied by the Local Authority - The ability to refer to and seek assistance from the integrated disability service (complex needs and physical needs) for support and hearing/vision impairment team for support - The ability to refer to and seek assistance from the 0-5 Early Years IDS team for our nursery pupils - The ability to refer to and work with NHS services the School Health Team (Connect for Health), Occupational Therapy, Speech and Language and CAMHS - The ability to refer to professionals specifically available to BDMAT schools including Occupational Therapist, Speech and Language Therapist, Play Therapist and Behaviour support - Operations Support from BDMAT for health and safety issues, building development and site development - A well balanced and differentiated curriculum to meet the needs of all pupils - Clevertouch interactive whiteboards - Access to ipads and chromebooks as alternative means for recording information

- Ability to increase print size, print on pastel paper or use pastel coloured books - 'Concentration Kits' in each classroom available for anyone to use including ear defenders, privacy screens, wobble cushions, fidget toys. - Evidence in Learning software in use from September 26 so pupils with more complex needs can have their progress recorded in greater detail and parents can share progress too	- Access to 'Widget Online' to produce visual resources to support learning - Ability to increase print size, print on pastel paper or use pastel coloured books - 'Concentration Kits' in each classroom available for anyone to use including ear defenders, privacy screens, wobble cushions, fidget toys. - Grab rail fitted to external 'hub' building so aid access via steps. (July 2026) - Evidence in Learning software in use from September 26 so pupils with more complex needs can have their progress recorded in greater detail and parents can share progress too
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The range of disabilities within our schools

The schools have children with a range of disabilities which include moderate, physical and specific learning difficulties. When children enter school with specific disabilities, the schools seek guidance, when necessary, from outside agencies for further assessments, support and guidance for the school and parents.

We have several children who have asthma. Inhalers are kept in classrooms. We have some children with allergies - these children have individual care plans; epipens, where required, are kept in classrooms. We have trained first aiders. Administration of medicines consent forms are filled in by parents/carers outlining the illness and amount of medication needed and at what time. Medication is kept in a central locked cupboard which is easily accessed by first aiders and staff members. Various staff were trained by a specialist Speech and Language Therapist in supporting a new pupil with Dysphagia (July 2026).

To promote accessibility in both our schools

- We ensure that improvements to facilities and building include provision for both disabled and non-disabled users
- Health and safety checks are carried out regularly
- We have a fair and open admissions policy which is available on the school website
- We have non-discriminatory practices in the recruitment of staff which is monitored by the BDMAT

In the event of new pupils joining with specific disabilities the following areas would be reviewed and action taken as appropriate to meet the needs of the individual:

- ICT accessibility
- Staff CPD in disability awareness and support for particular needs, eg Dysphagia training (July 26, by specialist Speech and Language Therapist)
- 'Reasonable adjustments' will be considered where appropriate
- School behaviour policy
- Individual health care plans
- Educational health care plans
- Personal evacuation plans

Aim 1 To increase the extent to which pupils with a disability can participate in the curriculum

What we already do:

- Offer the same curriculum to all pupils and review it regularly
- Use adaptive and scaffolded learning strategies and resources tailored to the needs of pupils who require support to access the full curriculum
- Curriculum progress is tracked for all pupils, including those with a disability, from September 2026 Evidence for Learning will be used for pupils with more complex needs
- Learning passports are planned, carried out, assessed and reviewed on a termly basis and highlight what an individual may need to access their learning fully
- Pupils' targets are reviewed termly for those with a Learning Passport and shared with parents
- Review pupils' progress termly through whole school assessments and specific diagnostic testing for pupils with additional needs.
- Offer concentration kits in each classroom for all children to access in order to support their learning

Target	Strategy	Timescale	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	All policies clearly reflect inclusive practice and procedure
To continue to encourage close liaison with parents and carers to ensure pupils' needs are met fully	To ensure collaboration and sharing with families 'Belonging Profiles' initiated in order to enhance transition and gain parent/pupil voice in what helps children to feel safe, be supported and make progress	Ongoing July/September 2026	Clear collaborative working approach between school and the community
To ensure early intervention is put in place in	To identify pupils who may need additional provision or outside agency support	Ongoing	APDR targets in place and any referrals completed to outside agencies

Reception for any children with additional needs to ensure a smooth transition to KSI			
<u>Newton Regis Specific</u> To liaise with Warwickshire Early Years (EY) Integrated Disability Team to ensure children in nursery have needs identified and supported	Nursery staff liaise with parents and SENCO as concerns arise; timely referrals made, observations made by specialist EY teachers; strategies deployed by staff; progress reviewed	Ongoing	Nursery children with additional needs identified early; support put in place; statutory EY assessment shows progress
To continue to establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key people	Ongoing	Clear collaborative working approach between school and outside agencies
To access timely support for pupils where needed	To access support available to BDMAT schools in timely manner including - Occupational Therapy - Speech and Language - Play Therapy - Behaviour Support	Ongoing	Pupils with identified needs have them assessed earlier and catered for sooner; NHS referrals supported by any reports received.
To ensure full access to the	To ensure our school offers the same curriculum to all pupils that is supported with adaptive	Ongoing	Evidenced in classroom practice, subject

curriculum for all pupils	teaching and scaffolded learning to support the needs of pupils who require support across the curriculum. Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils. Risk assessments are in place for school visits if required for SEN pupils and reasonable adjustments are made for them to attend fully.		champion monitoring and book looks
To review attainment of all SEND, LAC, PP children	SLT to review in PPM Termly assessments Book looks SENCO termly assessments	Termly	Progress made towards learning passports and EHCPs. Provision in place. Pupil progress documentation
To review childrens' records ensuring schools' awareness of any disabilities	Information about new children passed on to new staff during transition meetings Care plans reviewed and updated annually Arbor record keeping updated SEN learning passports review meetings termly for parents/carers Behaviour plans or pastoral support plans implemented where necessary Evidence for Learning is used effectively to record smaller steps of progress for pupils with more complex needs; staff trained and parents involved	Termly and annually Sept-Dec 26	Each class teacher aware of childrens' needs in their classes Children, parents and staff can see progress of pupils and next steps in learning can be planned for

To continue to have access to a defibrillator device in school so that it can be used to administer lifesaving treatment to all children, staff and visitors	Device to be regularly checked and monitored	Annual check	School to offer timely and effective life saving treatment if ever required
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Aim 2 To improve the physical environment to increase the extent to which pupils with SEND can take advantage of education and associated services

What we already do: - Discuss access arrangements with buildings manager during routine visits - Ask parents/carers in advance of children starting if there are any disabilities we need to be made aware of - Have meetings in advance with parents of new starters regarding disabilities - Arrange joint meetings with physiotherapists, integrated disability service, the MAT's buildings manager and parents to review access arrangements for new starters with specific disabilities - Carry out risk assessment/PEEP for pupil with disability to ensure safety and access to building and curriculum - Engage with agencies like occupational therapy, educational psychology and physical integrated disability service			
Target	Strategy	Timescale	Success criteria
To ensure a visually stimulating environment for all children that provides a range of different learning styles	Displays that are conducive to learning, less busy and only focus on key learning needed. Displays are back with neutral colours to	Ongoing	A learning environment that promotes learning through a range of different learning styles

	reduce visual overload		
Implement recommendations from the sensory audits, in line with BDMATs principles of belonging - specifically dignity for all	- keep areas around the smartboards/focus points free from irrelevant visual stimuli - Avoid using window space for displays - consider having one area in each classroom that is a low stimulus area for pupils to work in if needed. - ensure blinds are kept in good working order and used when needed. (preferably neutral in colour) - consider the use of sound proofing materials Y1/2 classroom and hall (high ceilings) - consider alternative heating system/replacement radiator in Y5/6 classroom. - consider maintaining drains on an annual basis prior to the start of the academic year to minimise the impact of	Ongoing 2026-27	Pupils with sensory needs will be able to access their learning comfortably

	odours within the Yr 3/4 area - SLT and BDMAT to review current accessible toileting arrangements/facilities to ensure that they meet requirements outlined by the Department of Education. - Sensory circuit in KSI corridor	2026-27 Dec 25	
To ensure that pupils' medical needs are catered for within the capability of the school	Asthma and epipen training completed by all staff Health and safety/fire safety training completed by all staff Support sought from specific medical professionals regarding specific medical difficulties as and when they arise	Yearly As required	Pupils with specific medical needs are supported as required in collaboration with their family

Aim 3 Improve the delivery of information to pupils and parents

What we already do:

- Have pastel coloured paper or coloured overlays available for pupils that benefit
- Use Seesaw as a communication tool with parents
- Enlarge photocopied texts where necessary
- Encourage use of zoom tool on electronic devices
- Seek support from specialist teacher, integrated disability service or educational psychologist support as required
- Make information available via the school website
- Regular newsletters

Target	Strategy	Timescale	Outcome/impact
Ensure school websites, newsletters and digital communications are available in accessible formats and comply with relevant accessibility standards.	Relevant personnel check these regularly and as new documents are produced	Ongoing	All stakeholders are fully informed
Communication InPrint used fully	Staff integrate use of new online Widget resources	By Easter 2026 Staff to be retrained in how to access it September 2026	Pupils with reading difficulties will be able to access information easier and pupils that need to learn visually will be aided furthering progress
AI, iPads and Chromebooks used to full potential	Apps to be identified and installed by BDMAT IT staff; staff training on how to	Dec 2026	Pupils with writing difficulties will be able to record work easier and have self esteem

	use Ipads and Chromebooks to full potential; schools' digital/AI champions to train staff	Staff trained as AI champions to disseminate information to other staff - Spring 2026	boosted; various other needs across English and Maths can be addressed to make progress and boost self esteem.
To ensure SEN children are well supported in school and their parents/carers are regularly updated with their progress	Learning passports reviewed termly and communicated to parents; end of year transition meetings Evidence for Learning to be deployed as method of recording evidence of progress for children with complex needs.	Ongoing Training September 2026 and roll out across 2026-27	SEND children to be well supported in school and parents/carers regularly informed
Information delivered on whiteboards is effective	Mixture of text, pictures and videos to be including on screens to appeal to all learners; slides not overloaded with text; text suitable for the age of the pupil	2026-27	Pupils understand information communicated to them and are engaged in their learning

