Accessibility Plan
Bullers Wood School for Boys

Adopted: December 2025

Review: December 2026

Bullers Wood School for Boys is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability. We have a commitment to developing and enhancing a culture of awareness, tolerance and inclusion.

We aim to, as far as possible, remove those barriers which make it hard for a person who has difficulties with:

- Physical Coordination
- Mobility
- Continence
- Ability to lift, carry or move everyday objects
- Speech, Hearing or eyesight
- Memory or ability to learn, concentrate or understand

All pupils should be able to take part in the day-to-day life of the school and benefit from the learning experiences we provide.

Purpose of this Accessibility Plan

The core purpose of this plan is to demonstrate how our school intends, over time, to increase accessibility to the physical environment, the curriculum and information for all pupils with a disability. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

Key Aims

For pupils and other members of the school community with a disability to have:

- full access to our school's environment, curriculum and information; and
- full participation in the school community

Definition of disability

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Principles

Compliance with the *Equality Act 2010* is consistent with our school's aims and equal opportunities policy and SEN/D Information Report.

Our staff recognise their duty under the Equality Act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
- to publish an Accessibility Plan

In performing their duties Governors have regard to the Equality Act 2010, and that our school:

- recognises and values the young person's knowledge/parents' knowledge of their

child's disability;

- recognises the effect their disability has on their ability to carry out activities; and
- respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Within the accessibility plan student voice and parents' views, expressed verbally or in written form, are taken in account and regular reviews take place with support services to evaluate needs and provisions.

All students with disabilities, and their parents, are made aware of the disability plan.

Access to the Curriculum

Accessibility outcome	Actions to achieve this	Update	Responsibility	Long, medium or short-term	Target date
To increase access for disabled/ SEND pupils to the curriculum.	To assess whether it would be beneficial and cost effective to employ a specialist dyslexia teacher and an occupational therapist to ensure the needs of students with a statement or Education, Health and care plan are being met.	Exploring costs and private providers.	Headteacher	Long Term	Academic year 26-27
To remove barriers and increase access for pupils with hearing impairments.	To To support the use of radio system	We have used the radio system twice with mixed outcome	Headteacher	Medium Term	Academic year 26-27
To improve access to the curriculum for all SEND students with a Speech and Language impairment.	To support an LSA to gain training in Speech and Language.	We have increased the time of our SALT specialist.	Headteacher	Medium Term	ongoing

Access to the *physical environment*

Accessibility outcome	Actions to achieve this	Update	Responsibility	Long, medium or short-term	Target date
Fully utilised school site	Utilise our site fully to meet diverse needs of pupils, staff, parents and community users. For example, playground and library spaces	Already happening: Quiz night Library use break/ lunch/ Muga that can be rented to the community	Inicio Trust	Short	ongoing

Access to *information*

Accessibility outcome	Actions to achieve this	Update	Responsibility	Long, Medium or short term	Target date
Access to homework for all the students and parents with a disability which makes it difficult to access Class Charts.	To review “the school no planner policy” to record homework.	The blue book is sometimes used for that Also homework is supported at Homework club	Headteacher	short	Ongoing
Full awareness of how barriers are removed and positive steps ae taken to ensure that disabled pupils can fully participate in the education provided by the school.	To consider inviting some parents of SEND students to experience a day in school with their children.	No updates SEND articles in every newsletter	SENCO/ SLT	Medium	September 2026-27