



Bright Futures

Bright Futures Accessibility Plan for 2025 - 2028

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1. Aims

The aims of this Accessibility Plan are to ensure that Bright Futures School continues to work towards increasing accessibility for all students, staff, and visitors, in line with our commitment to inclusion, equity, and the principles of the Equality Act 2010. This plan will outline clear actions to:

- Increase the extent to which students with disabilities can access and fully participate in the curriculum, including extra-curricular activities and wider school life.
- Improve the physical environment of the school to ensure it meets the needs of students, staff, and visitors with disabilities, enabling them to access facilities and services effectively.
- Enhance the availability and accessibility of information for students, staff, parents/carers, and visitors with disabilities, ensuring alternative formats and tools are available where needed.

At Bright Futures School, we are committed to promoting the fair and equal treatment of all individuals. We recognize and embrace the diverse needs of our community and work proactively to remove barriers to learning and participation. We will ensure that staff receive appropriate training and support to meet the needs of students with disabilities and to fulfil our statutory duties effectively.

2. Legislation and Guidance

This plan meets the requirements of **Schedule 10 of the Equality Act 2010** and complies with the Department for Education (DfE) guidance on the Equality Act 2010. It also reflects the statutory obligations outlined in the **SEND Code of Practice (2015)**.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities. Under the SEND Code of Practice, the terms are defined as:

- **'Long-term'**: Lasting for 12 months or more.
- **'Substantial'**: More than minor or trivial.

Schools are legally required to make reasonable adjustments for individuals with disabilities to ensure they are not placed at a substantial disadvantage. This includes:

- The provision of auxiliary aids, resources, or assistive technology.
 - Adjustments to teaching practices and the physical environment.
 - Ensuring communication and information are accessible in alternative formats when required.
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3. Our Commitment to Accessibility

At Bright Futures School, accessibility is embedded in our approach to education, facilities, and communication. This commitment is reflected in the following areas:

Curriculum Access

We aim to ensure that students with disabilities can access and thrive within our curriculum by:

- Providing adaptive teaching strategies, resources, and assistive technologies where needed.
- Ensuring that reasonable adjustments are made within classrooms, assessments, and extra-curricular activities.
- Delivering training to staff on inclusive practices, including strategies to support students with physical, sensory, cognitive, and neurodiverse needs.
- Engaging with parents/carers, therapists, and external agencies to tailor support effectively.

Physical Environment

We strive to create a physical environment that is safe, inclusive, and accessible by:

- Regularly reviewing the school site to identify and address physical barriers (e.g., ramps, handrails, accessible toilets, and clear signage).
- Considering the needs of individuals with disabilities when undertaking refurbishments or new building projects.
- Ensuring that sensory considerations (e.g., quiet spaces, visual cues) are incorporated where appropriate.

Accessible Information

We are committed to improving the availability and accessibility of information by:

- Providing written materials in alternative formats (e.g., large print, Braille, audio, or simplified text) upon request.
 - Ensuring that digital resources, including our school website, are compliant with accessibility standards (e.g., screen reader compatibility).
 - Making communication tools available to parents/carers and students with specific needs, such as translators.
 - Offering support to students who require assistive technology to access information effectively.
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4. Monitoring and Review

This Accessibility Plan will be monitored annually by the Senior Leadership Team (SLT) and Governance Team to ensure that the objectives are being met. Progress will be reported in line with the school's strategic priorities and statutory requirements.

We will seek regular feedback from students, staff, parents/carers, and visitors to identify areas for improvement and to ensure that our provision continues to reflect the needs of our school community.

The Accessibility Plan will be reviewed every three years, with interim updates as required.

5. Action Plan

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

Aim	Current Good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Curriculum is adapted according to the need of each individual student</p> <p>Information and learning resources are adapted and communicated according to the needs of individual student</p> <p>Curriculum progress is tracked for all students, including those</p>	<p>To create a shared understanding of inclusive learning and teaching</p> <p>To increase the use of inclusive learning and teaching strategies</p>	<p>Training/discussion at Middle Leaders meeting</p> <p>Learning walks to audit current status</p>	Headteacher	Ongoing	<p>Engagement of stakeholders</p> <p>Strategies embedded in school practice</p> <p>Assessment data collected and analysed. Students consistently make progress in line with individual targets</p> <p>Small steps progress recorded</p> <p>Feedback from students,</p>

	<p>with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all students</p>					<p>parents, carers and other professionals</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <p>Ramps</p> <p>Corridor width</p>	<p>With growth ensure that future developments include safe disabled access.</p> <p>Include any Astro turfed area for</p>	<p>Easier access to play areas.</p> <p>Look at how access can be improved across the site.</p>	<p>SBM</p>	<p>Ongoing</p>	<p>Easy access to play areas.</p> <p>Good access is available throughout the site.</p>

	<p>Disabled parking bays are available at the main building.</p> <p>Disabled toilets and changing facilities</p> <p>Bookshelves at wheelchair-accessible height in the classroom</p> <p>Space within classroom layout to allow for movement with ease</p> <p>Quiet/breakout spaces available within or close to each classroom</p> <p>Appropriate lighting, to</p>	<p>break/PE to support safe movement of students by removing uneven ground.</p> <p>Playgrounds will have easy access.</p> <p>The building will have a disabled parking area at the front so access to the premises is open to all.</p> <p>Easy access to play areas.</p> <p>Access is across the site</p>				
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	meet the needs of both students with visibility issues, and sensory needs. Tailored to individual workspaces, where possible.					
Ensure existing and new staff joining the school have the knowledge and understanding to support SEND students.	<p>In depth induction training prior to starting in school</p> <p>Yearly planned training covers quality CPD on safeguarding, ASD, co-occurring conditions, PBS and therapies</p> <p>Medication training as required.</p>	New Healthcare plans written when required	<p>Increase training for staff for individual students</p> <p>Look for continuous improvement with regards to training. Regular staff CPD.</p>	School Business Manager	Ongoing	Students remain safeguarded and understood by all staff, with correct strategies in place to support their individual needs

	Epilepsy training as required. Care plans followed to support medical conditions					
Encourage applications for employment from individuals, regardless of any disabilities or access requirements.	Applications for employment are considered and assessed based on an applicant's aptitudes, abilities, and qualifications. Where an individual has highlighted a disability within their application, steps are taken to ensure appropriate access is available for any scheduled interview.	Ensure recruitment process is inclusive and non-discriminatory		SBM		Diverse staff team. Access requirements considered in advance of individuals coming into school for interview.
Ensure existing staff and staff	Health questionnaire	To create an environment	Yearly questionnaires for	Headteacher	Ongoing	Staff access requirements

<p>joining the school have any access requirements assessed and steps are made to ensure these needs are met.</p>	<p>issued to all staff when successful application of employment is made. Process managed by external occupational therapy company, and any needs are assessed by them with any access requirements highlighted to SLT. This is actioned prior to new staff start date.</p> <p>Any changes in access requirements of existing staff are referred to occupational health and new assessment</p>	<p>whereby staff are given access to equal opportunities, and any staff that become disabled during their employment at Bright Futures are able to continue with their career as far as is practicable.</p>	<p>existing staff around accessibility, to ensure that no smaller staff requirements have been missed.</p>			<p>are regularly reviewed and appropriate action taken to ensure requirements are met.</p> <p>Staff feel able to highlight any accessibility requirements to leaders.</p>
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	carried out, adjustments highlighted and implemented as far as is practicable.					
Identify the needs of each EAL student, ensuring a clear progressive programme is developed to maximise acquisition of English	Programme of staff induction and training to include strategies to adapt, develop vocabulary and an awareness of cultural diversity. Communication supported with visuals.	When there are students on site, they are able to understand a programme to assist with their learning of the English language	Attend dedicated training for EAL students when language is identified Use trauma informed practice if required	Teachers & Learning Mentors	Ongoing	Students learn English which is adapted to their understanding. Use of total communication approach.
Audit of site with focus on those with a physical disability.	Termly site audits to be carried out by School Business Manager alongside company H&S manager to identify any areas for	Ensure the premises is fit for purpose and safe for those needing wheelchair access		Education School Business Manager	Ongoing	Access throughout site.

	improvement, or potential hazards.					
Maintenance of safe corridors and fire escapes	<p>Caretaker completes daily, weekly, monthly checks to ensure safe premises</p> <p>External fire risk assessment carried out by Snowdonia</p> <p>Yearly check by the local fire and rescue service carried out to ensure familiarity of building layout, and understand needs of students currently attending.</p>	Ensure safe environment and premises	Identify any issues and report to caretaker / Maintenance team	School Business Manager	Ongoing	Premises remains safe at all times for students

Appendix 1: Accessibility Audit

Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				
	Are Pathways and routes logical and well signed?				
	Do you have emergency and evacuation procedures for specific students with a disability?				Yes. PEEPS in place for those who have been identified as requiring one. Reviewed yearly to ensure information remains relevant.
	Is appropriate furniture and				All tables at appropriate height for individual students. Height adjustable tables available where required.

	equipment provided to meet the needs of individual students?				
	Do furniture layouts allow easy movement for students with disabilities?				Large classrooms and a small number of students ensures there is easy movement
	Are quiet rooms/safe spaces available to children who need this facility?				Breakout spaces, and dark dens available throughout.
	Are car park spaces reserved for disabled people near the main entrance?				2 x disabled car park spaces available
	Are there barriers to easy movement				Ground floor accessible site wide. No lifts, so first floor inaccessible to those with a physical disability who cannot use stairs. Currently no students attend that require first level wheelchair access.

	around the site and to the main entrance?				
	Are steps needed for access to the main entrance?				Same level access to school through the main entrance
	Do all those steps have a contrasting colour edging?				All steps have visibility strips for visual impaired people
	If there are steps, is a ramp provided to access the main entrance?				Post 16 building has a step. Portable ramp available for those that require wheelchair access.
	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				There are handrails up the stairs to the first floor
	Is it possible for a wheelchair				All main doors are built wide enough for wheelchair access

	user to get through the principal door unaided?				
	If no is an alternative, is wheelchair accessible entrance provided?				N/A
	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				
	Do all internal doors allow a wheelchair user to get through unaided?				All access available on the ground floor. No access to the first floor currently
	Do all corridors have a clear unobstructed width of 1.2m?				

	Does each building have a wheelchair accessible toilet?				There are 4 toilets with disabled access downstairs
	Does the relevant building have accessible changing rooms/shower facilities?				There is a wet room in the downstairs disabled toilet, this also has a seat, handrails and changing facilities.
	If the school is on more than one level, do the internal steps/stairs have contrast colour edgings?				
	Is there a continuous handrail on each internal stair flight and landing?				
	Does the school have a lift that can be used by				No lift on site

	wheelchair users?				
	Do you have any sort of mechanical means provided to move between floors? If yes, please state				None
	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				
	Are non-visual guides used to assist people to use the buildings?				Not currently, one visually impaired student currently accesses the site (reduced visibility in some fields of vision – ongoing assessments with this). Student has a high staffing ratio, meaning they never need to navigate the building alone.
	Could any of the décor be confusing or disorientating for students with disabilities?				All glass has differentiation spots on them to ensure no students walk into them unexpectedly All classrooms are plain in colour to avoid disorientation

	Is a hearing induction loop available (either fixed or portable) in the school?				Currently not needed. Would install if required
	Do emergency alarm systems cater for those with hearing impairment? (Eg, flashing light)				Would be installed if required. Fire Brigade passed the building as compliant
1. Learning Access					
Item	Issue	Green	Amber	Red	Comments
	Do you provide disability awareness training to enable all staff to understand recognise disability issues?				Ongoing CPD training Individual healthcare plan training delivered if required (eg, Epilepsy / Allergy response)
	Do you have arrangements for teachers and learning mentors to				Inhouse company Medication / First Aid / Safeguarding trainer

	have the necessary training to teach and support children with disabilities if required?				
	Do all staff seek to remove all barriers to learning and participation?				Adapted curriculums and lessons for all students.
	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Individual bespoke curriculum tailored to needs of the student
	Are all children and young people encouraged to take part in music, drama				Sports Lead ensures all students access physical activities Lunchtime activities in the garden include physical play Music and Drama leads ensure curriculum is followed

	and physical activities?				
	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				All sports are adapted to individual needs
	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and				All teachers work within the framework to ensure that students follow at their pace and in their individual way

	young people with disabilities to be fully included in the curriculum?				
	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				
	Do you provide access to appropriate technology for those with disabilities?				LAMP devices, sound buttons etc.
	Are school visits, including overseas visits, made accessible to all children and				DofE and other off site activities open to all students, able to engage at a level appropriate to them.

	young people irrespective of attainment or disability?				
	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				
2. Information Access					
Item	Issue	Green	Amber	Red	Comments
	Do you have arrangements to provide information in simple language,				

	symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?				
	Do you have the facilities such as ICT to produce written information in different formats?				Boardmaker is used to produce symbols Google Translate for EAL children to translate information

