PROUD TO BE PART OF
THE BISHOP FRASER TRUST
A CHURCH OF ENGLAND MULTI ACADEMY TRUST

Accessibility Plan

LET YOUR LIGHT SHINE
LUCEAT LUX VESTRA

BURY CE HIGH SCHOOL

Accessibility Plan

Policy type	Supports a fair, consistent and inclusive approach to accessibility, including identifying and removing barriers to learning, improving access to the curriculum, facilities and information, and providing personalised support so that all students can participate fully in school life.
Author Owner In Consultation With	Dr S Wrigley - Headteacher Dr S Wrigley - Headteacher Canon L Nicholls - Chair of Governors
Approved by	Canon L Nicholls (Chair of Governors) November 2026
Review date	November 2029

Contents

1. Aims 4
2. Legislation and guidance 5
3. Action Plan 5
4. Monitoring arrangements 16
5. Links with other policies 16

1. Aims

The accessibility plan addresses the statutory requirements of the Equality Act 2010. Definition (Equality Act 2010) “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

Vision and values: ‘All pupils can let their light shine’

At our school, we are ambitious for every child. We believe that every child is unique and created in the image of God. We are committed to creating a truly inclusive community where all students, regardless of faith, need, background, or starting point, achieve their full potential in an ambitious and thriving environment. We believe that the highest quality inclusive practice benefits all learners and that provision designed for students with SEND strengthens outcomes across the whole school.

Our vision is to empower all our young people to ‘let their light shine. We do this by nurturing respectful, responsible and resilient young people, who are highly knowledgeable, strive for excellence and advocate courageously for social justice.

2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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
Ensure access to the curriculum for pupils with a disability	• Our Bury Church lesson habits ensure inclusion is at the heart of our teaching practices • Adaptive teaching strategies are used in the classroom • Regular CPD for all staff in school in quality first teaching • Regular quality assurance by subject leads and SLT to ensure all pupils have access to an ambitious curriculum • All staff are trauma informed trained and use trauma informed practice with our pupils • Staff CPD on EAL • All teachers and TA's are teachers of reading with training provided for all new staff • We use resources tailored to the needs	**Short term objectives:** Continue to quality assure the curriculum offer to ensure CPD and support is in place for teachers to deliver an outstanding curriculum for all. Implement foundational knowledge assessments in Year 7 to ensure early identification of pupils who need further support Recruitment and embedding of assistant headteacher for	Recruitment of TA's Training of TA's in areas of need and interventions Quality assurance of the inclusion intervention offer and in class support to identify areas of training need	Assistant headteacher for inclusion. SENDco, Assistant headteacher for achievement	Termly and annual reviews	All pupils including students with physical or mental impairment have access to a full curriculum

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Curriculum reviews take place on a yearly basis to ensure the whole curriculum meets the needs of all pupils • Classroom changes will be completed to meet the needs of pupils to ensure they have access to a full curriculum • Where needed, pupils will have access to our inclusion hub for	inclusion to oversee the inclusion strategy Ensure the spelling of key vocabulary is a focus in classrooms and during mini-whiteboard activities **Medium term objectives:** Use CPD, coaching and modelling of best practice to ensure adaptive teaching is of a consistently high standard across the school Review the impact of foundational knowledge				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	specialist teaching or interventions • Advice will be sought from relevant services when needed • Ambitious targets are set for all pupils taking into account additional needs, where appropriate • Assistive assessments and technology are used where needed • Clear and clean classrooms to reduce cognitive load • Explicit instruction used by staff to reduce cognitive load and aid understanding of instructions • Explicit identification and teaching of key vocabulary using	interventions to ensure that all pupils can access a fully ambitious curriculum Recruit teaching assistants and provide high quality training to ensure a strong intervention offer based on the needs of our pupils **Long term objectives:** Develop oracy in the curriculum to support our young people in being courageous				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	the 'I say, you say' strategy • Use of mini-whiteboards to check understanding of all students • Dedicated exam access arrangements • An ambitious enrichment programme highlighting disability sports. Eg. Disabled basketball	advocates for social injustice Ensure our TA's are delivering a high quality intervention programme to support young people				
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Seating • Ramps in S1 and canteen • Elevator in technology • Disabled parking bays at the front of	**Short term objectives:** Build and develop the new inclusion hub to ensure access for pupils with physical needs	Continue to develop plans adapting to the needs of the pupils.	Business operations manager, facilities manager	2026-2029	Site remains safe, compliant, and accessible for all. Children, staff, and visitors with hearing, visual, or physical disabilities can access

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	school and Sports Centre • Disabled toilet facilities installed in S1 and main building • Digital clocks in examination rooms • Investment in a new inclusion hub with improved accessibility and a dedicated inclusion manager • Implementation of one way system throughout the building to mitigate narrow corridors	**Medium term objectives:** Develop the garden space outside the inclusion hub to ensure all pupils can take part in planned therapeutic sessions Develop toilet facilities in S1 to full changing facilities if needs arise in future cohorts **Long term objectives:** Continue with work with DfE application to re-build F block through the school rebuilding programme.				full environment.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Commitment to improving accessibility through the Trust's Estates Strategy and Asset Management Plan This will ensure that accessibility, SEND provision and inclusive design are considered as part of future capital investment, refurbishment and development projects. Any improvements would be informed by the changing needs of pupils, staff and visitors.				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Use of dual coding in classrooms during explanations • Access to laptops • Audiebant voice announcement system replacing traditional bells so that students and staff are instructed by voice, rather than the sound of bells, particularly in the case of emergency. • Reading pens and specialist examination software	**Short term objectives:** Audit website accessibility Provide alternative formats for communication – Microsoft teams, phone calls Arbor information shared with parents includes STS scores and behaviour points alongside attendance **Medium term objectives:** Continue to work on Arbor	Continue to develop Arbor systems to best support all pupils.	Business operations manager, facilities manager		

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Specialist printing for pupils during lessons and exams • New Arbor systems have been implemented following the switch in MIS systems • Engagement with hearing impairment service to support students with hearing disability. • CPD for staff from external agencies to support students with disabilities	communication systems to improve information shared with parents/carers and students Planned surveys take place and feedback implemented into future strategies Periodic reviews of accessible routes, lifts, ramps, accessible toilets, signage and emergency evacuation arrangements, ensuring that existing provisions remain suitable as the needs of				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		the school change **Long term objectives:** Develop the whole school environment to ensure inclusion is evident in displays, wall art etc.				
Offer additional support to meet the needs of young carers and their families	Other additional support: • Home visits for pupils struggling to access school and plans put in place for re-integration • Pastoral support for pupils in need • Dedicated behaviour and culture manager • Sign language/translators used to ensure	**Short term objectives:** Ongoing identification of students that need support through form tutors referrals, parent referrals, CPOMS and outside agencies. Offer alternative	Continue to review sources of information available for early identification of students that need further support.	Pastoral deputy headteacher	2026-2028	All information is accessible to pupils, parents, staff and visitors.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	parents have access to information about their child and can meet with teachers, pastoral staff and senior leaders	meeting arrangements such as the use of Microsoft teams to ensure all students have access to support Translators/sign language experts used for parents when needed to ensure they are fully informed of their child's behaviour and progress				

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health, safety and welfare policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- DfE's *Inclusive Education Estates Guidance (2026)*