# Borden Church of England Primary School

Love Hope Forgiveness Courage Compassion

## Accessibility Policy 2026 - 2027

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| | Within our small, inclusive school, we value everyone as a child of God and rejoice in our diversity. We encourage curiosity and challenge; aspire to become agents of change and equip all members of our school family with the social, emotional and moral intelligence to pursue what is right and just. |

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| ***Linked Policies*** | |
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## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.
- This plan sets out the proposals of the governors to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA
- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## Information from pupil data and school audit

Pupils are regularly assessed for need. This data is then analysed at an individual, class, year group and vulnerable group level to ensure that there is an equality of access across the schools.

The school will address any possibilities where the school is able to develop its site and facilities to accommodate children with disabilities, however the school site is not conducive to many changes because of its age, lack of space and location.

The governors will:

- consider the extent to which disabled pupils can participate in the school curriculum and ensure that there is accessibility in the school where

appropriate and that this is thought of in any new build or restructuring was to take place.

- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, whenever possible
- Ensure that the delivery of information to disabled pupils or children from vulnerable groups, is appropriate to their needs.

**Management, coordination and implementation**

The school development plan will clearly outline actions, who is responsible, timescales and costings. This ensures that there is accountability for actions. It also identifies evidence needed and success criteria.