



Accessibility Policy and Plan

Approved by:	Kirsty Burridge
Last reviewed:	August 2025
Next Review by:	September 2026
Review Cycle:	Annual

Introduction

At Blue Sky Independent School, we are committed to creating a welcoming and inclusive environment where every pupil can thrive and be supported to achieve their full potential. We aim for all students to enjoy their school experience and be appropriately challenged so that they are prepared for success beyond the classroom. To achieve this, we consider the diverse life experiences and individual needs of our students. We provide a broad and balanced curriculum and hold high expectations for all learners. The achievement, well-being, and positive attitudes of every student are of central importance to our ethos.

Definition of Disability

A person is considered to have a disability 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.

Areas of Responsibility in Accessibility Planning

Our accessibility planning focuses on the following key areas:

- **Curriculum Access:** Enhancing access to the school curriculum for students with disabilities. This includes teaching and learning, as well as participation in extracurricular activities such as cultural events, and school trips.
- **Inclusive Risk Assessment and Emergency Procedures:** Ensuring all students, staff, and visitors with disabilities are considered in risk assessments and emergency planning. This includes, where needed, the implementation of Personal Emergency Evacuation Plans (PEEPs).
- **Physical Environment:** Improving access to the school's physical environment, including modifications and adaptations to support students in accessing education.
- **Information Accessibility:** Enhancing the delivery of written information to students with disabilities. We aim to provide school communications in accessible formats, taking into account students' needs and preferences, and within a reasonable timeframe.

Contextual Information

Blue Sky is located on the Porte Marsh Estate. While the site offers valuable learning opportunities, certain areas currently lack wheelchair access and may present challenges for individuals with mobility impairments. A disabled toilet is available within the school building; however, access to some key learning areas involves stairs. To achieve full accessibility, the installation of a stair lift would be required. The main entrance to the provision offers level access to the reception areas, supporting ease of entry for all visitors and students.

Current Range of Known Disabilities

Currently, we do not have any students with registered disabilities. We are also not aware of any students or parents with hearing or visual impairments at this time.

Enhancing Curriculum Access for Students with Disabilities

Improving teaching and learning is central to our mission. Through regular self-review and ongoing Continuous Professional Development (CPD), we aim to deepen staff expertise and foster high-quality, inclusive teaching for all learners. We strive to meet each student's needs within mainstream classroom settings wherever possible.

A key principle of our approach is that all students should be empowered to take part fully in the broader life of the school. We therefore make every effort to ensure that all students can participate in age-appropriate extracurricular activities, including after-school clubs, cultural events, and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Improve staff knowledge and understanding of pupil disabilities	SEND team will continue to maintain One Page Pupil Profiles and SEND register, detailing individual needs	On-going and as required	SENCO	SEND Register and Action Plans regularly updated
Ensure Teaching Assistants have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO/Asst., SENCOS, Teaching Assistants	Raised confidence and ability of support staff
Ensure up to date, user-friendly, secure access to the school's SEND register And One Page Pupil Profiles, Looked after children and other related information	Staff access to the school's network Staff training in the use of SEND Information prepared by the school Explore more efficient and effective ways of communicating information about pupils to staff	On-going	SENCO/Asst. SENCOS	All staff aware of individual needs
Wherever possible, all educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Head of Education, All staff	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports to share with staff and children and reasonable adjustments made.	As required	Head of Education/ PE Teachers	All to have access to PE and be able to excel
Adhere to requirements Of the Disability Equality Duty	Advisors to formally accept the School's Accessibility Policy and Plan. Staff and Advisors to review the Equality Policy	Ongoing	Advisors and all staff	Ratified policy reviewed and in place

Improving Access to the Physical Environment of the School

Blue Sky operates on a distinctive site - an industrial estate - which presents unique opportunities but also challenges in terms of accessibility. Due to the nature of the buildings, many areas of the school are not currently accessible to wheelchair users, such as the upstairs classrooms.

In exceptional circumstances, reasonable adjustments and provisions will be considered and implemented based on the specific needs of individual pupils. These provisions will be planned collaboratively with families and relevant professionals as needed.

We continuously monitor and review our resourced provision to ensure it remains responsive and relevant. Accessibility considerations are embedded within the school's annual improvement planning process, providing a framework for ongoing evaluation and strategic development in this area.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, Advisors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the IEP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standard</p>	On-going	Head of Education, advisors and all Staff	<p>SEND Register and Action Plans regularly updated</p> <p>Action Plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and advisors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head of Education, Advisors	Re-designed or new buildings are usable

Ensure access to Reception areas for all	<p>Reception areas to have level access on the ground floor</p> <p>Reception areas to have space and clearance to allow for wheelchair users</p> <p>Reception area to have signs that are clearly visible and are written in accessible language</p> <p>Reception area desks meet regulation recommendations in terms of appropriate height.</p>	Ongoing	Head of Education, Advisors	Visitors can easily access reception area
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Improve signage and external access for visually impaired people	Yellow strip mark step edges	Ongoing	Head of Education/ Site manager	Visually impaired people are able to move safely around provision
Ensure all disabled pupils, staff and visitors can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all students Develop a system to ensure all staff are aware of responsibilities	As required	Head of Education, Advisors and all staff	All disabled pupils and staff are informed and keep safe in event of a fire
Accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including liaise with Tech Support on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	IT Manager and Head of Education	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired (if applicable)	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children that require it have access to the equipment
Ensure main fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	Ongoing	Site Manager, Head of Education, Advisors	All disabled staff, pupils and visitors able to have safe independent egress

Improving the Delivery of Written Information to Disabled Pupils

Blue Sky is committed to ensuring that written information normally provided to pupils - such as handouts, textbooks, newsletters, and information about school events - is accessible to all students, including those with disabilities.

To achieve this, we will take into account each pupil's specific needs, as well as the preferred formats of both pupils and their families. Information will be made available in accessible formats within a reasonable timeframe.

Planning for this provision requires an understanding of the current needs within the school community and the flexibility to respond to any changes in those needs. Where necessary, the school will seek guidance from external agencies and specialist providers to source or produce accessible materials.

Our existing ICT infrastructure supports this goal by allowing us to access, adapt, and deliver a wide range of materials in formats that meet varying accessibility requirements.

Target	Strategies	Time - scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure the website and all documents are accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	School Office Office/Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
The delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	School Office SENCo	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO /Asst. SENCOS	Staff produce their own information
Annual review information to be as accessible as possible	Develop student friendly review formats	On-going	SENCO/Asst. SENCOS	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multilingual	On going	EAL co-ordinator	Confidence of parents to access their child's education

Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO/Asst. SENCOS	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	Ongoing	School Office	All can access information about the school