THE BLUE SCHOOL

CHURCH OF ENGLAND

Accessibility and Equalities

Policy, Equalities Report, Accessibility Plan and Audit

Every child known. Every child included. Every child thriving.

"Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him."

Colossians 3:17

School	The Blue School, Church of England Primary School
Local authority	London Borough of Hounslow
Revised	October 2026
Approval	Draft for Governing Body approval.
Equality Information Update	October 2027 and then annually
Accessibility plan period	October 2026 to October 2029
Equality objectives	October 2026 to October 2030

Hope	Dignity	Wisdom	Community

How to use this report

This report brings together our commitment to equality, what our community and outcomes tell us, the adjustments we make, and the Autumn 2026 audit that guides our next steps. It is intended for families, staff, governors and anyone who would like to understand how children access school life at The Blue School.

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A conversation is always welcome

Our first priority is to listen. If something makes school harder to access, families can speak with the class teacher, the school office or our Inclusion Lead and SENDCo. Information can be provided in a more accessible format, or a conversation arranged, to help everyone take part.

Our vision and legal commitments

The Blue School is guided by its Christian vision: nurturing wisdom, hope and dignity in everyone, to build a Christian community. We welcome families of all faiths and none. Inclusion shapes how we organise our classrooms, relationships and routines, ensuring every child is known, valued and given the opportunity to flourish.

We celebrate the diversity of our school community and actively challenge racism, prejudice and discrimination in all forms. Through courageous advocacy, we encourage children to recognise injustice, respect difference and use their voices to make a positive difference.

Our value	Our shared commitment	What children experience
Hope	We recognise strengths and set ambitious next steps.	My progress matters and adults believe in me.
Dignity	We listen, communicate respectfully and respond to difference sensitively.	I am understood and can ask for help
Wisdom	We use evidence, specialist advice and family knowledge to improve provision.	My learning is carefully planned and adapted.
Community	We remove practical barriers and create opportunities to contribute.	I have a place, a voice and friendships.

The Public Sector Equality Duty

Under the Equality Act 2010 and The Equality Act 2010: advice for schools, the Governing Body has due regard to three connected duties: to eliminate unlawful discrimination, harassment and victimisation; to advance equality of opportunity; and to foster good relations between people who share a protected characteristic and those who do not. This applies to school decisions, provision, employment and community relationships.

We take account of the protected characteristics covered by the Act, as applicable to school education and employment, including disability, race, sex, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, age and marriage or civil partnership. We respect families' privacy and use personal information proportionately. In applying these duties, we recognise that the protections relating to age and marriage or civil partnership are relevant to employment, rather than pupils under the school provisions of the Equality Act.

What accessibility means in our school

A pupil may be disabled under the Equality Act even when they are not recorded on the SEN register. We anticipate needs, make reasonable adjustments and support pupils with SEND, medical conditions, sensory needs and disabilities to participate in learning and wider school life. We plan for children and adults who need different ways to enter buildings, communicate, receive information or take part in activities.

Schedule 10 of the Equality Act requires our plan to improve curriculum participation, the physical environment and the delivery of accessible information. Our commitments are set out in the accessibility plan and reviewed through the audit later in this document.

Under the Equality Act 2010, a person is considered 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. Substantial means more than minor or trivial, while long term generally means lasting, or being expected to last, for at least 12 months. This includes disabilities that may not be immediately visible, sensory impairments and certain ongoing health conditions.

At The Blue School, we recognise that disabilities are not always visible. We consider each child's individual needs and make reasonable adjustments to ensure they can access learning, participate fully in school life and flourish.

Our school community over time

Our community is changing, and we are developing the way we identify needs, plan teaching and support families. The figures below show the school's recorded profile over time. Earlier figures are from the January school census in our IDSR; the latest profile comes from our Autumn 2026 school records.

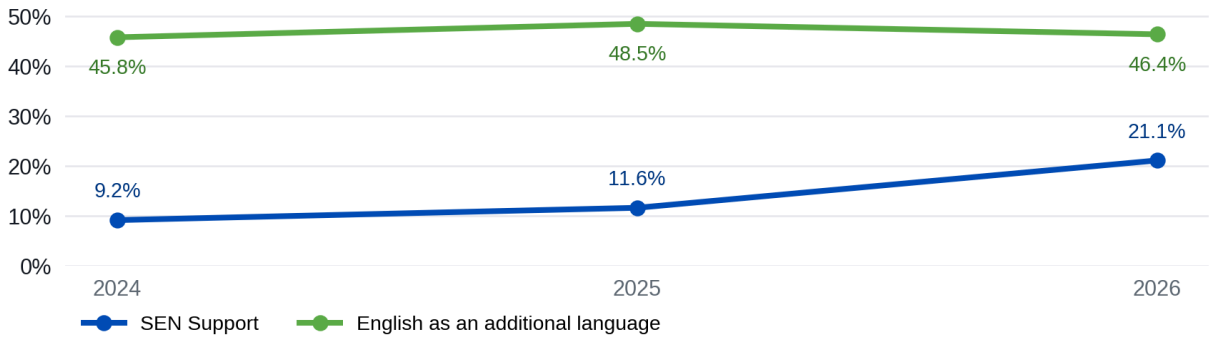


Figure 1. Three January census snapshots in the September 2026 Ofsted IDSR. Changes in identification and pupil cohorts contribute to the picture. SEN Support figures exclude pupils with EHCPs, whereas Figure 2 presents the combined proportion of pupils with SEN.

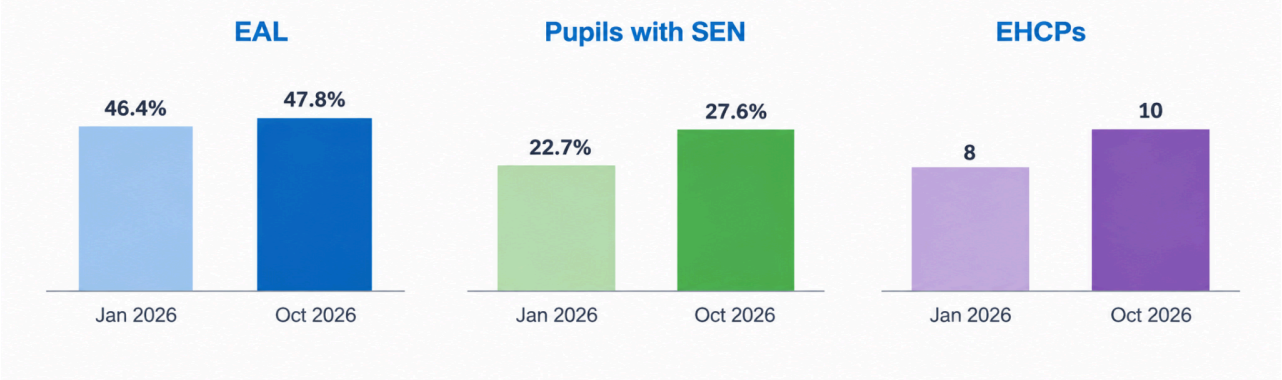


Figure 2. The January 2026 school census recorded 431 pupils, including 90 receiving SEN Support and eight with EHCPs. By October 2026, our live school roll was 427, with 118 pupils on the SEN register, including 10 with EHCPs. These snapshots illustrate how our school community and identified needs continue to develop. October 2026 percentages are based on the live roll of 427 pupils, while the following equality profile includes 440 pupil records from September to October 2026.

We have strengthened our approach to understanding the child behind every number, recognising each pupil's individual strengths, needs and achievements. Class teachers use personalised Learning Plans and the Assess, Plan, Do, Review cycle to plan, deliver and review support. Our Inclusion Lead works closely with Assistant Teachers, speech and language therapists, occupational therapists, educational psychologists and families to ensure that specialist advice is embedded in everyday classroom teaching, helping every child participate, make progress and thrive.

October 2026 year group equality profile

This table reflects our October 2026 Arbor equality snapshot, capturing 440 pupil records from September to October, including children who joined or left the school during this period. This provides a broader picture than our live roll of 427 pupils, allowing us to understand the diversity of our school community, monitor attendance patterns and identify where additional support may be needed.

Year group	Pupils	Boys	Girls	EAL	Summer born	FSM6	SEN recorded	EHC plans	Absence
Nursery	27	15	12	12	12	0	1	0	6.6%
Reception	60	25	35	24	26	1	13	0	5.4%
Year 1	51	26	25	24	26	7	16	1	5.0%
Year 2	60	35	25	28	30	8	20	1	2.8%
Year 3	63	31	32	26	30	6	19	3	3.7%
Year 4	58	33	25	24	17	7	19	1	2.5%
Year 5	64	35	29	35	22	6	19	2	1.9%
Year 6	57	30	27	32	18	9	21	2	4.8%
Total	440	230	210	205	181	44	128	10	

Table 1. October 2026 pupil records. SEN recorded means recorded during the academic year and includes pupils with EHCPs. FSM6 refers to eligibility within the previous six years. Absence is based on session data for September to October 2026, rather than the average of individual percentages.

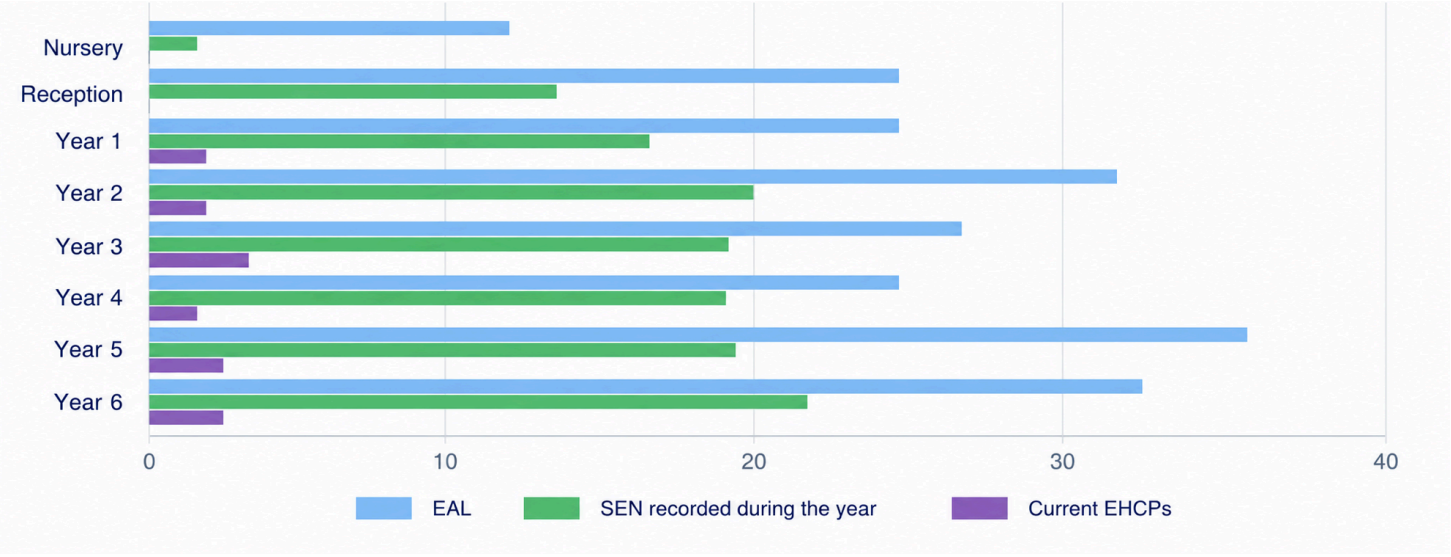


Figure 3. An additional view of the October 2026 equality profile. Several characteristics can apply to the same pupil.

Our autumn equality profile reflects the rich linguistic diversity of The Blue School. Almost half of the pupil records identify English as an Additional Language. We value the

languages children bring to school and use this information to strengthen vocabulary teaching, accessible communication and our partnership with families.

Understanding and celebrating English language development

We value the many languages spoken by our children and families. Each October, teachers review pupils' English proficiency using five stages, from New to English through to Fluent. In October 2026, we completed 184 assessments, helping teachers understand children's language development and plan appropriate vocabulary teaching, classroom adaptations and support.

Our October 2026 equality snapshot identifies 205 pupils with English as an Additional Language. We complement this information with teachers' proficiency assessments and conversations with families during our November consultations, helping us maintain accurate records and understand children's language development.

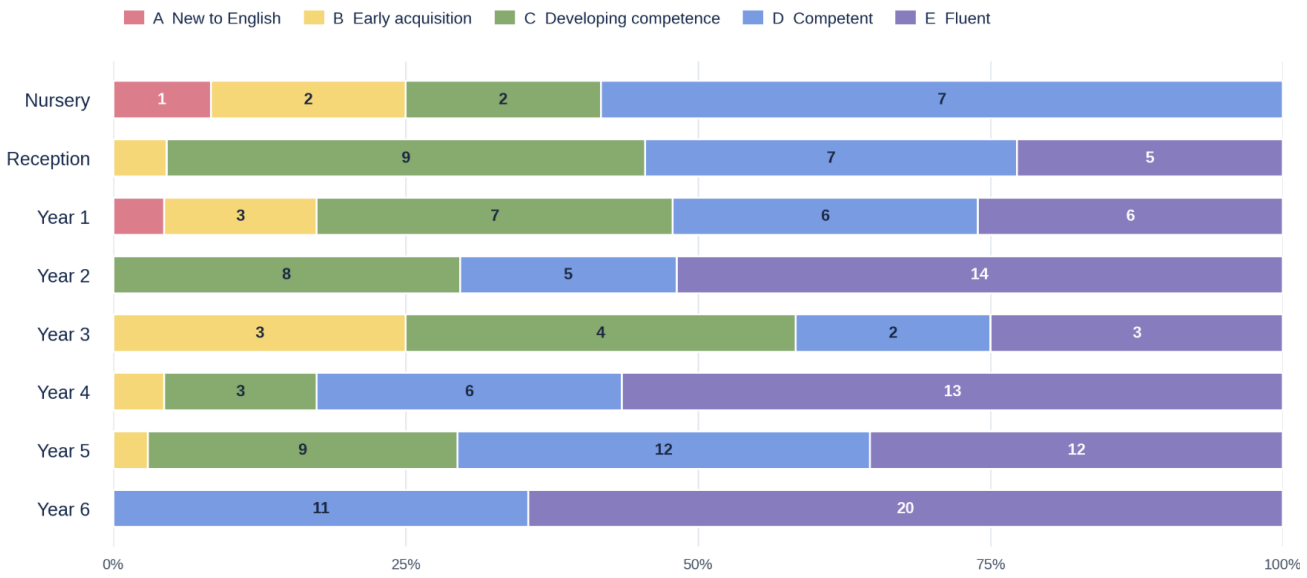
Of the 184 English proficiency assessments completed in October 2026, 129 (70%) were recorded as Competent or Fluent. This percentage reflects the children assessed during our autumn review, rather than the entire EAL register. The findings provide an encouraging picture of language confidence and help teachers plan appropriate vocabulary teaching, communication support and next steps in learning. We continue to build on these assessments through classroom observations and conversations with families, ensuring that each child's language development is understood and supported.

English proficiency by year group, October 2026

A: New to English	B: Early acquisition	C: Developing competence	D: Competent	E: Fluent

Year group	A	B	C	D	E	Assessed
Nursery	1	2	2	7	0	12
Reception	0	1	9	7	5	22
Year 1	1	3	7	6	6	23
Year 2	0	0	8	5	14	27
Year 3	0	3	4	2	3	12
Year 4	0	1	3	6	13	23
Year 5	0	1	9	12	12	34
Year 6	0	0	0	11	20	31
Total	2	11	42	56	73	184

English proficiency across year groups, October 2026



Ethnicity and home languages

Our school is enriched by a broad range of identities, cultures and languages. We encourage children to recognise their own stories and experiences in the curriculum and to value those of others. Our information helps us plan communication with families, explore representation in learning materials and ensure every child feels recognised.

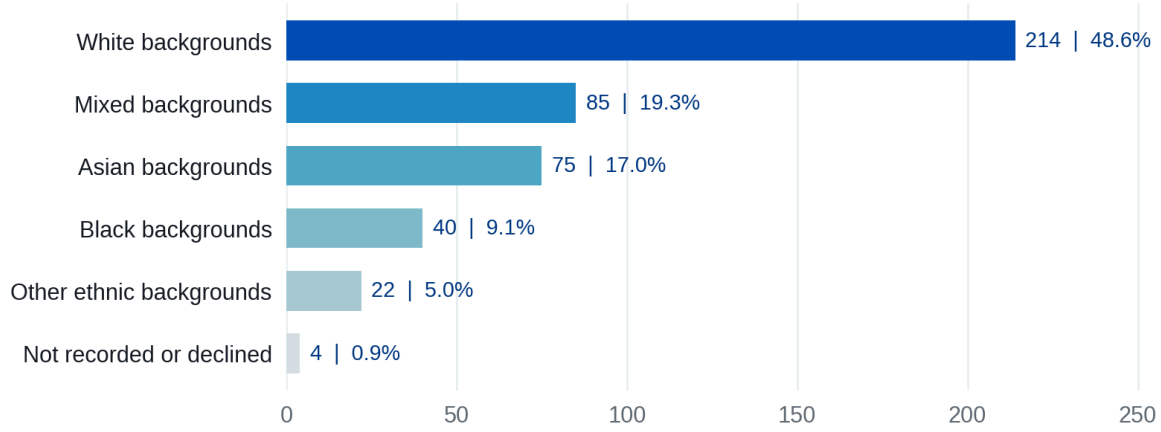


Figure 4. October 2026 Arbor ethnicity profile, grouped into broad categories to protect privacy. Percentages are calculated from 440 records.

White backgrounds include White British and other White backgrounds. Mixed, Asian and Black groupings bring together the related categories used in the school records. We continue to celebrate the many different identities within each broad group and do not regard any grouping as a single shared experience.

Ethnicity profile: October 2026

The following table shows the detailed ethnicity categories recorded in Arbor.

Ethnicity	Pupils	Percentage
White British	140	31.80%
Other White background	74	16.80%
Other Mixed background	45	10.20%
Indian	35	8.00%
Black African	31	7.00%
Other ethnic background	22	5.00%
Other Asian background	22	5.00%
White and Asian	20	4.50%
Pakistani	12	2.70%
White and Black Caribbean	12	2.70%
White and Black African	8	1.80%
Chinese	6	1.40%
Black British	3	0.70%
Black Caribbean	3	0.70%
Other Black background	3	0.70%
Ethnicity not recorded	2	0.50%
Ethnicity declined	2	0.50%
Total	440	100%

Source: October 2026 Arbor ethnicity snapshot. Percentages are rounded and use the 440 pupil records in the snapshot data reportt.This includes children new to the school and children who have left during September to October 2026.

The languages of our community

Our September - October 2026 equality snapshot report contains 440 pupil records and identifies 51 recorded home language groups, including English. Of these pupils, 205 (46.6%) were recorded as speaking English as an additional language. Many children grow up using more than one language, enriching our community and creating valuable opportunities for children to learn from one another.

English is among the recorded home languages of 302 pupils (68.6%) in the October 2026 snapshot. Many families also use languages other than English. We encourage children to maintain the languages through which they communicate comfortably with family and friends.

The top ten frequently recorded home languages other than English

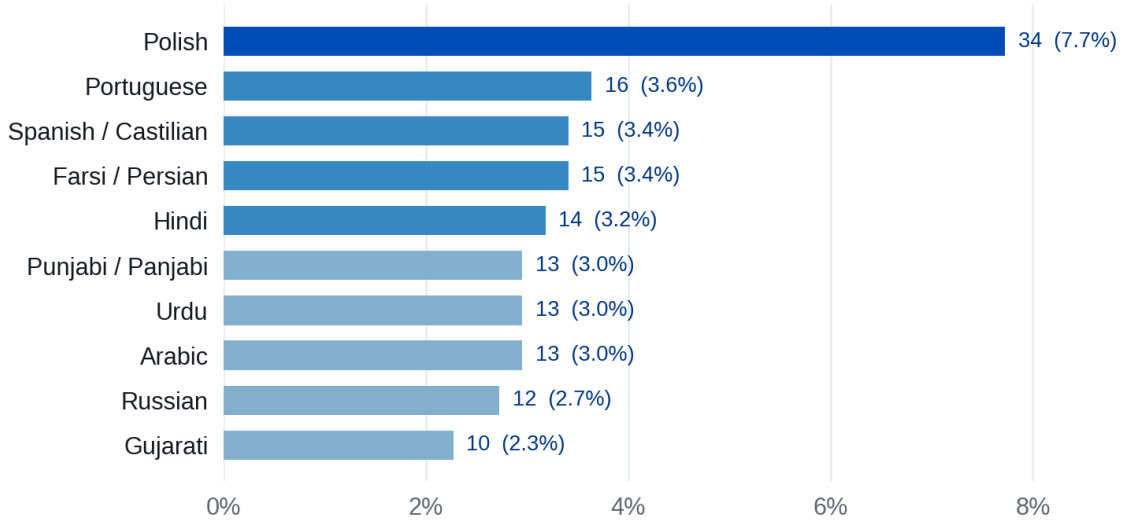


Figure 5. Ten frequently recorded home languages other than English, October 2026. A pupil may use several languages, so percentages overlap. Portuguese and other language varieties have been grouped under familiar family names.

See Appendix A for the home languages recorded in our autumn 2026 equality snapshot

How we respond

We use clear vocabulary teaching, visual explanations, supportive communication, translation or interpretation where helpful, and opportunities for children to share their cultures. EAL is not in itself a special educational need. When assessing communication, we seek to understand what a child can do across their languages and work closely with families.

Our changing needs profile

The January 2026 census recorded needs by year group during the 2025 to 2026 academic year. The school also recorded ten children with an EHCP by the end of that year. These two points in time are distinguished because plans and pupil placements can change during an academic year.

Jan 2026 year group	Pupils	EAL	FSM6	SEN Support	EHCP (January)
Reception	50	24	1	8	0
Year 1	58	29	8	13	0
Year 2	55	21	5	13	0
Year 3	59	25	5	10	2
Year 4	62	33	4	14	1
Year 5	60	34	9	13	2
Year 6	64	24	7	19	3

Table 2. January 2026 IDSR census for Reception to Year 6. EAL and FSM6 counts are calculated from the published year group percentages and rounded to whole pupils. Nursery is included in the school total but is outside this year group table.

Distribution of pupils with Education, Health and Care Plans by year group

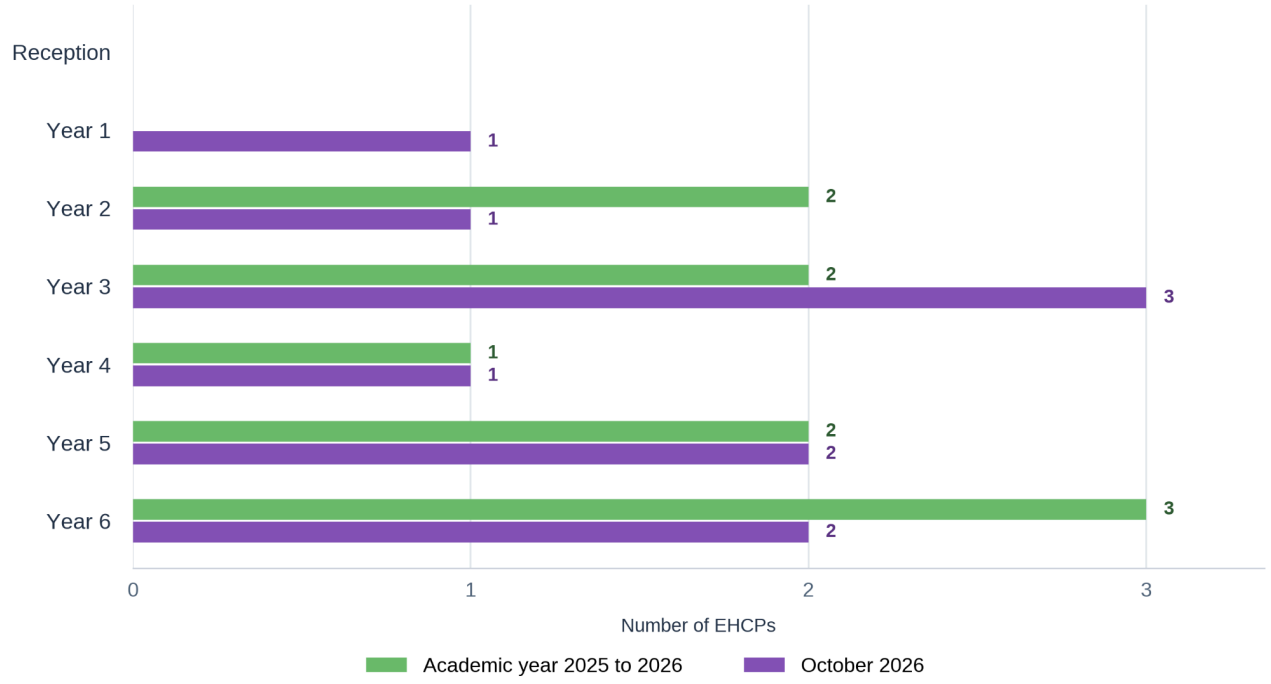


Figure 6. Distribution of pupils with Education, Health and Care Plans by year group at the end of 2025–26 and in October 2026. Both periods recorded 10 pupils with an EHCP. The distribution reflects changes in pupil cohorts, admissions and the identification of additional needs.

The distribution of plans changes as pupils move through school and new children join us. Our focus is consistent provision, clear outcomes, early specialist advice and meaningful participation, whether a child is supported through an EHCP or the wider graduated approach.

By October 2026, The Blue School recorded 118 children on the SEN register, including 10 with an EHCP, within a live school roll of 427. Our autumn equality information helps leaders understand how identified needs are distributed across the school and supports thoughtful decisions about teaching, staffing and specialist provision.

What our equality information tells us

Our equality information helps us understand the children and families we serve and ensures that school improvement remains responsive to their needs. Through our Core Pedagogy, personalised Learning Plans and graduated approach, we maintain ambitious expectations while adapting teaching and provision to support participation, progress and independence.

Leaders review attainment, attendance, language development and children's experiences of school to recognise strengths, identify priorities and evaluate the impact of our inclusive provision.

An inclusive education in everyday practice

At The Blue School, access begins with the teaching every child receives. Our shared cycle is Explain, Model, Check, Adapt and Practise. It helps teachers identify barriers quickly,

keep expectations ambitious and choose the right support for the learning, rather than making assumptions about what a child can achieve.

We consider access requirements before admission and at key transitions, including the statutory admissions process for pupils whose final EHCP names The Blue School. We also anticipate the reasonable adjustments that disabled parents, carers and visitors may need when attending school events or using our facilities.

Equality of opportunity underpins this approach, with all staff sharing responsibility for removing barriers, making reasonable adjustments and ensuring that every child can participate, achieve and thrive.

Our everyday offer	How we make learning accessible	How we know it is helping
Clear teaching and vocabulary	Short, sequenced explanations, pre teaching, modelling, practical examples and visual support.	Children understand the task and use taught knowledge or words.
Flexible teaching and response	Scaffolding, guided practice, flexible grouping, accessible recording and technology.	More pupils contribute and show what they know.
Communication and interaction	Core boards, signs, picture cues, predictable routines and speech and language advice.	Children can ask, comment, choose, respond and participate.
Emotional and sensory support	Calm co regulation, sensory adjustments, familiar adults and personalised routines.	Children feel safer and return to learning with appropriate support.
Ambitious individual planning	EduKey Learning Plans with SMART targets, teaching provision and scheduled reviews.	Learning, independence and participation can be demonstrated over time.
Additional specialist provision	Targeted teaching, ELSA, literacy and number support, SaLT, OT and EP advice.	Progress is assessed and useful strategies transfer into class.

Our curriculum belongs to every child

We plan access to all subjects and to worship, play, performances, clubs, visits and residential experiences. Adjustments may include alternative equipment, accessible texts and resources, practical recording choices, support with movement or regulation, risk assessments and suitable staffing. Teachers remain responsible for each child's curriculum, supported by Assistant Teachers and specialists.

Where appropriate, we provide additional time, adapted equipment and alternative ways for children to participate in practical activities, including physical education. We also arrange appropriate assessment access arrangements so that children can demonstrate their knowledge and abilities without unnecessary barriers.

Belonging, relationships and opportunity

Inclusion can be seen in ordinary moments: a child being greeted by name, a communication board available when needed, a carefully prepared transition, or a classmate including another pupil in play. We teach difference, respect and community through RE, PSHE, collective

worship and the wider curriculum, reflecting our responsibility to foster good relations.Through courageous advocacy, we encourage children to recognise injustice, challenge prejudice respectfully and use their voices to make a positive difference in their school and wider community.

Our Early Years classroom environments are reviewed at the beginning of each academic year to ensure that children feel safe, welcomed and ready to learn. These checks consider accessible resources, predictable routines, visual communication, opportunities for independence and calm spaces for regulation. They also help us ensure that children see their families, cultures and experiences reflected in their learning environment.

Listening and acting

Pupils are encouraged to contribute through discussion, observation, appropriate communication aids, class feedback and leadership opportunities. Parents and staff were invited to share their experience of inclusion through school surveys in October 2026. Individual Learning Plan reviews also give families an opportunity to describe what is working and what might help further. Feedback informs classroom arrangements, communication and provision reviews.

Fair access for pupils and families

We welcome applications in line with our admissions arrangements. We support pupils with disabilities and medical needs through reasonable adjustments, appropriate health and personal care plans and individual risk assessments. We also consider the needs of families managing illness, disability, caring responsibilities or financial pressures. We seek practical ways for children to access trips, clubs, meals, uniform and wider opportunities.

We recognise and support young carers and families affected by disability, illness or caring responsibilities. Where attending school meetings may be difficult, we offer flexible arrangements, including alternative appointment times, telephone or online consultations and accessible information, ensuring families can remain actively involved in their child's education.

A respectful workplace

Staff share responsibility for equality. The school promotes fair recruitment, access to professional learning, reasonable adjustments, respectful treatment and appropriate routes for raising concerns. Governors consider workforce information proportionately, recognising the importance of confidentiality where teams or groups are small.

Safeguarding, bullying and respectful behaviour

A designated senior leader oversees the recording and monitoring of racism and other prejudice-related incidents, ensuring concerns are addressed promptly and patterns and actions are reported to governors. Pupil voice also helps us strengthen respectful relationships and promote a safe, inclusive school community.

All children are entitled to feel safe and be treated with dignity. We teach children to recognise unkindness and prejudice, make it possible to report concerns in accessible ways, record and respond to incidents, and work with children and families to restore safety and trust. Individual communication and regulation needs inform the support provided alongside our safeguarding and behaviour arrangements.

Achievements, progress and attendance

Achievement matters for every child. We recognise progress through academic outcomes, communication, independence, participation and wellbeing, celebrating each child's achievements from their individual starting points.

Our Year 6 outcomes demonstrate a significant strengthening of attainment for pupils with SEN across successive cohorts. The proportion achieving the expected standard in reading, writing and mathematics combined increased from 14% in 2024 to 64% in 2025 and 68% in 2026. Each cohort reflects children with different needs and starting points, and we continue to evaluate individual progress alongside these encouraging outcomes.

Combined Reading, Writing and Maths SATs Results

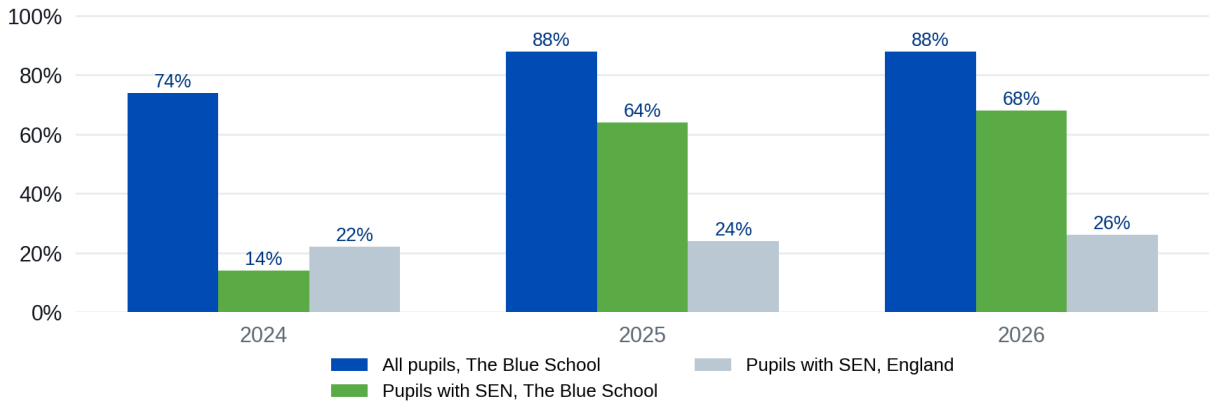


Figure 7. Combined reading, writing and mathematics expected standard. School figures from the SEND outcomes summary and school KS2 records; national SEN comparison from Department for Education statistical releases. Each year represents a different cohort.

Year 6 SEN attainment 2026

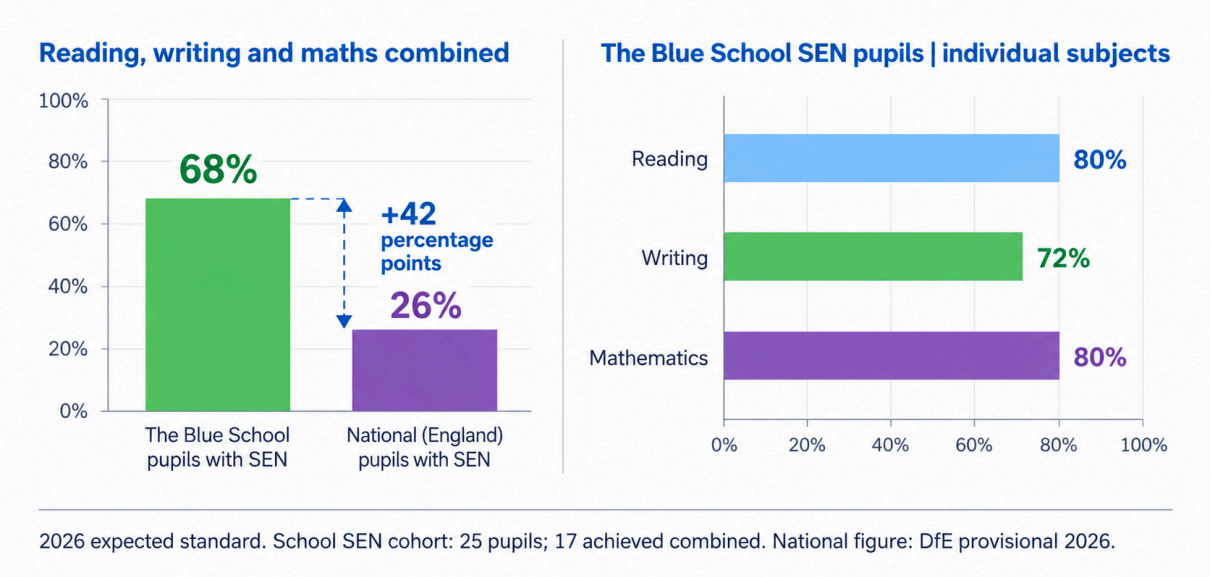


Figure 8. Year 6 attainment for pupils with SEN at The Blue School compared with national SEN outcomes in 2026. Of our 25 pupils with SEN, 17 (68%) achieved the expected standard in reading, writing and mathematics combined, compared with 26% nationally, a difference of 42 percentage points. Individual school outcomes were also strong, with 80% achieving the expected standard in reading, 72% in writing and 80% in mathematics.

The outcomes reflect the work of children, families and staff over time. One pupil who began school working at an early pre-key stage in reading achieved a scaled reading score

of 108 by Year 6. We continue to celebrate confidence, friendships, communication and independence alongside academic success.

Attendance and participation

Regular attendance helps children learn, build friendships and feel connected to school. The 2025 to 2026 IDSR records attendance above the national comparison for all pupils, pupils eligible for free school meals and pupils with SEN. Our approach combines high expectations with an understanding of health, communication, family circumstances and the child's experience.

Attendance at The Blue School compared with England

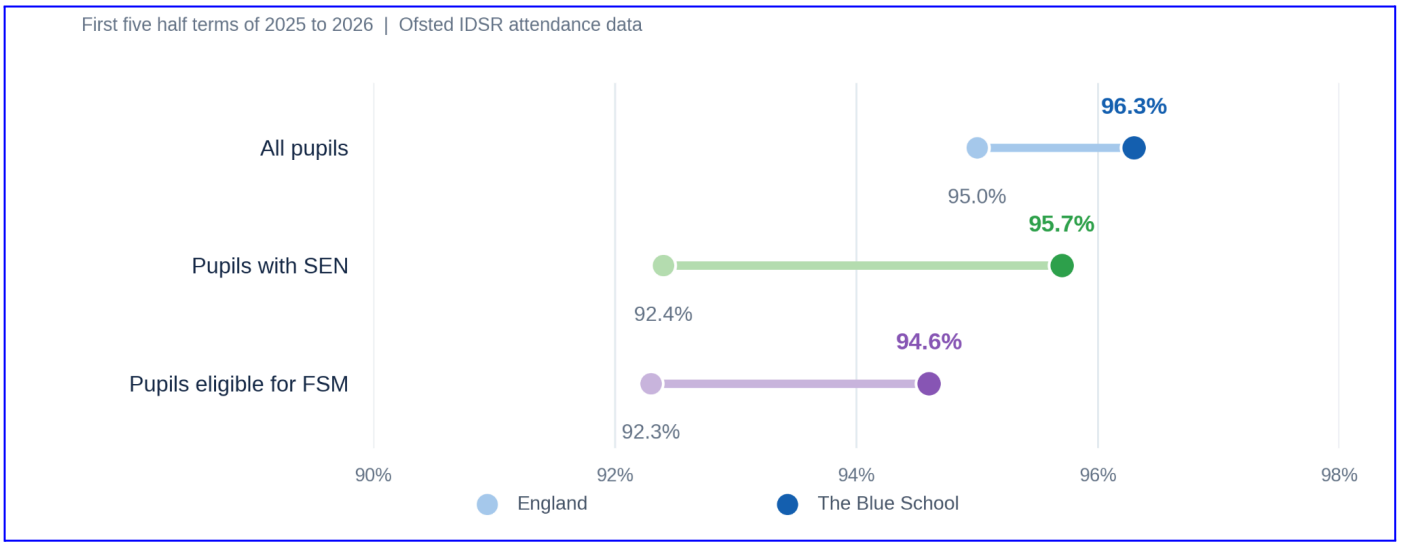


Figure 9. Attendance in the first five half terms of 2025 to 2026, Ofsted IDSR daily collection. The Blue School is above national in all three groups.

Attendance by year group

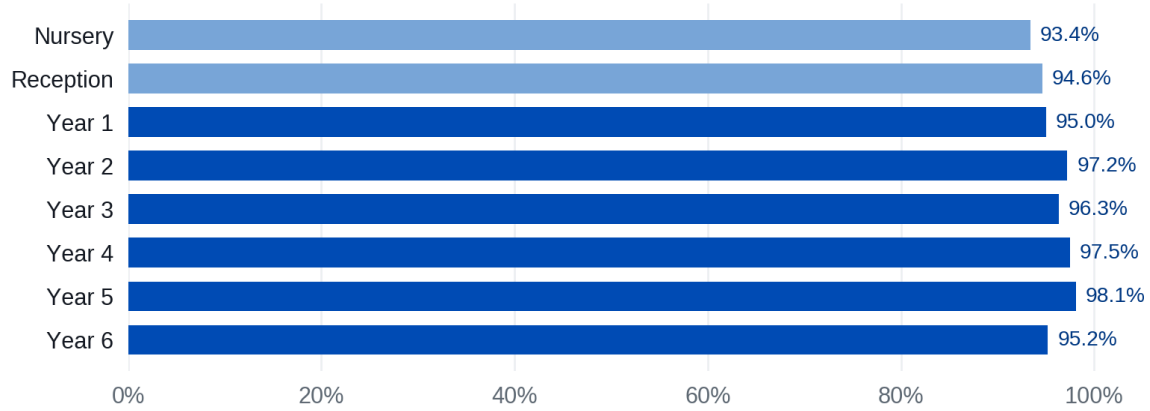


Figure 10. Attendance by year group for September to October 2026, Arbor statutory session report. This is a shorter autumn reporting period and is presented separately from the previous year's national comparison.

Our autumn 2026 attendance figures provide an encouraging picture of children's engagement with school. Attendance across Years 1 to 6 is at least 95%, with particularly strong attendance in Years 2, 4 and 5. This builds on our positive IDSR findings, which show attendance above national comparisons for pupils with SEN and those eligible for free school meals. We continue to work closely with families, recognising individual

circumstances and making appropriate adjustments to help every child attend regularly, participate fully and feel a sense of belonging.

We respond early where a child or family needs additional help to attend and take part. Staff consider reasonable adjustments, medical needs, supportive transitions and individual plans, and review whether the child is participating well during their time in school.

Equality objectives 2026 to 2030

Our equality objectives translate our values into practical commitments that can be monitored. The Governing Body will review progress each year and renew the objectives by October 2030, or sooner where the school's needs change.

Objective	What we will do	How we will evaluate it	Lead
1. Every child can access ambitious teaching	Embed the Explain, Model, Check, Adapt and Practise cycle and EEF five a day approaches in every classroom.	By July 2027, every year group will have received a termly inclusive teaching review, with Learning Plan sampling used to evaluate access, progress and independence.	Headteacher, Inclusion Lead, phase leaders
2. Communication opens participation	Develop consistent visual language, vocabulary teaching and communication supports with SaLT coaching.	By July 2027, every classroom and key shared learning area will have been reviewed against our communication and visual support expectations, with actions monitored termly.	Inclusion Lead, SaLT, class teachers
3. Participation is equitable	Plan access to curriculum enrichment, worship, clubs and trips for pupils with disabilities, medical needs and other barriers.	Termly reviews will consider participation in clubs, visits and school activities across pupil groups, with reasonable adjustments recorded and evaluated.	Class teachers, Inclusion Lead, visit leaders
4. A respectful, welcoming community	Teach and celebrate differences through RE, PSHE and worship; use consultation and inclusive communication with families.	Leaders will review recorded prejudice related incidents and representative pupil and parent feedback each term, reporting actions and outcomes to governors.	Senior leaders, PSHE and RE leads, governors
5. Positive engagement for every group	Monitor attainment, attendance, wellbeing and participation with particular attention to overlapping needs.	Termly inclusion reviews will examine attendance, attainment and participation for SEND, EAL, disadvantaged pupils and other relevant groups, documenting actions and their impact.	Inclusion Lead, attendance lead, governors

Our workforce commitments support these objectives through fair recruitment and development, reasonable adjustments and respectful working relationships. Governors consider the effect of decisions on staff, families and pupils, and maintain an annual record of equality information and actions.

Accessibility plan 2026 to 2029

We plan ahead so that pupils with disabilities can participate in the curriculum, benefit from the school environment and receive information in a form they can use. Our plan builds on the school's existing arrangements, with actions that can be followed up through termly monitoring.

Progress against our accessibility priorities will be monitored termly, with annual evaluations in October 2027 and October 2028 and a full review in October 2029. School leaders and governors will use these reviews to evaluate the impact of improvements, respond to changing needs and identify further opportunities to strengthen accessibility across the school.

1. Curriculum participation

Priority	Established practice and planned action	Responsibility	Outcome and review
Accessible teaching in every class	Maintain our core pedagogy, appropriate curriculum adaptations, assistive technology, accessible recording and Learning Plans. Review these through the teaching quality cycle.	Teachers, phase leaders and Inclusion Lead	Termly lesson visits, work scrutiny and pupil voice show access and progress.
Communication throughout the school day	Extend consistent visuals, core boards, vocabulary and communication routines, supported by SaLT modelling and coaching.	Class teachers, SaLT and Assistant Teachers	Termly classroom and shared area review; greater pupil participation.
Independence through tailored support	Review ELSA, literacy, mathematics, sensory and therapy provision. Plan transfer into class and suitable use of adult support.	Inclusion Lead, teachers and specialists	Recorded progress towards individual outcomes at each Learning Plan review.
Equal participation in enrichment	Prepare adjustments for visits, sports, worship, clubs and school events, including access, safety and communication.	Activity leaders, teachers and families	Suitable arrangements recorded before activities; pupils can take a meaningful part.

2. The physical environment

Priority	Established practice and planned action	Responsibility	Outcome and review
Accessible routes and entrances	Maintain clear corridors and accessible approaches, ramps to the main entrance and halls, and level access to the newer building.	Site team and all staff	Our premises reviews also consider external pathways and approaches to the playground, including the route adjacent to Swann Court, which was identified in our earlier accessibility audit.
Lift and facilities	Maintain the newer building lift, accessible toilets and personal care arrangements.	Site team, senior leaders	Maintenance record and individual access arrangements reviewed termly.
Room allocation and movement	Use planning that considers access to teaching spaces, including the older building where first floor access is more restricted. Explore longer term estate options through governors.	Headteacher, site team and governors	Appropriate accessible learning spaces and safe routes provided for individual need.
Safe movement and evacuation	Review personal evacuation arrangements where required, clear signage, daily movement and safe transition plans.	Site team and safeguarding lead	Drills, risk assessments and site reviews inform adjustments.

We recognise that some first floor teaching spaces in the older building have restricted step free access. Classroom allocation, timetabling and individual arrangements are planned to ensure pupils can access appropriate teaching spaces, while governors consider longer term improvements.

Accessibility plan: communication and inclusion

3. Accessible information

Priority	Established practice and planned action	Responsibility	Outcome and review
Clear accessible formats	We use clear layouts and Arial, ordinarily size 12, for school letters, reports, policies and newsletters. Information is supported by age-appropriate language, spoken explanations and visuals. We provide large print, audio, digital or Braille formats, with specialist assistance where required.	Office, teachers, Inclusion Lead	Accessible information provided within a reasonable and agreed timeframe.
Language and family communication	Support families through conversations, translation or interpretation where useful, with information about the school available through accessible channels.	Office, class teachers, Inclusion Lead	Parent feedback and response logs inform practice.
Pupil communication systems	Provide agreed pictures, signs, symbols, core boards or communication devices in learning and school routines.	Class teachers, SaLT, Assistant Teachers	Communication is accessible in lessons and shared spaces; reviewed through pupil plans.
Digital information and website	Keep documents clear and accessible and publish equality information, accessibility arrangements and routes for support on the website.	School office, leadership	Annual publication review and response to family suggestions.

Delivering the plan together

Teachers, the office and premises team carry out everyday adjustments; senior leaders coordinate resources and monitoring; governors provide oversight. We work with children and families when plans are made and when we review their effect. An adjustment may need to change as a child grows, joins a different class or becomes more independent.

Accessibility is also considered when planning school events, community activities and lettings, ensuring that the needs of disabled pupils, families, staff and visitors are anticipated.

How we decide whether an adjustment has worked

We look for increased participation, understanding, confidence and independence. A child's view, their family's experience, examples of work, attendance and recorded provision all help us judge what is making a difference. Improvements are fed back into teaching, staff development and premises planning.

Disability awareness and staff training

We are committed to developing staff confidence and understanding through ongoing training in equality, disability awareness, reasonable adjustments and accessible communication. Through specialist advice, professional development and collaboration with families, we ensure that inclusive practice continues to develop across classrooms, shared spaces and wider school life. Our staff guidance also promotes positive, specific and meaningful praise that recognises effort, perseverance, independence and positive relationships, adapted to children's individual communication and developmental needs.

Autumn 2026 accessibility and equality audit

Our October 2026 accessibility and equality review brings together our existing premises audit, school policies, curriculum and inclusion reviews, the latest IDSR, pupil outcomes and autumn equality information. This provides a clear picture of established provision and identifies priorities for further improvement. Premises information draws on our 2023 accessibility audit and is reviewed through ongoing site monitoring and individual access arrangements.

A. Access to the curriculum

Curriculum feature	Autumn judgement	Evidence informing the audit	Continuing action
Shared inclusion ethos and ambition	Established	Our Christian vision, school values, admissions arrangements, SEND Policy and Core Pedagogy reflect our commitment to welcoming every child and maintaining ambitious expectations. Staff and governors share responsibility for removing barriers to learning and participation, while pupil and family voice helps shape our inclusive practice.	Continue to evaluate our inclusive culture through pupil and parent feedback, staff consultation and learning walks, using findings to strengthen practice and inform governor oversight.
Classroom access and adaptations	Established	Explain, Model, Check, Adapt, Practise and EEF five a day support access to learning.	Check consistency across all classes in termly visits. Use beginning of year Early Years classroom audits and termly inclusion learning walks to review accessible environments, classroom adaptations, communication supports and children's independence.
Reasonable adjustments	Established	Learning Plans, equipment, digital recording and personalised strategies respond to assessed needs.	Review provision and independence in Assess, Plan, Do, Review cycles.
Curriculum breadth and high standards	Established	Children access the full range of subjects, activities and enrichment through planned adaptations.	Review participation and pupil work termly.
Clear and ambitious targets	Established	EduKey Learning Plans identify strengths, concerns, measurable next steps and support.	Use review evidence to refine support each term.
Impact of interventions	Developing	Targeted support, SaLT, OT, ELSA and literacy and mathematics provision complement classroom teaching.	Evaluate transfer to classroom learning and record outcomes.
Teachers and Assistant Teachers	Established	Teachers retain responsibility for learning; Assistant Teachers receive specialist advice, coaching and agreed roles.	Review deployment, independence and training in each phase.
Vocabulary and communication	Developing	SLCN is the largest primary need in the IDSR; communication boards, visuals and clear language are in use.	Extend consistency through shared area checks and SaLT support.
Clubs, visits and participation	Established	School activities and visits are planned with individual adjustments, staffing and risk assessment.	Capture participation and child and family feedback.

Audit B. Physical access

Physical feature	Autumn judgement	Evidence informing the audit	Continuing action
Entrances and arrival routes	Established	The main entrance arrangements include an accessible vehicle gate and maintained approach paths.	Keep entrance routes clear and explain accessible arrival arrangements.
Ramps and level access	Established	Ramps serve the main entrance and halls; the newer building has level access.	Check surfaces and safe access during routine premises reviews.
Corridors and circulation	Established	Earlier premises audit records generous corridors and reception circulation.	Maintain unobstructed movement and storage routines.
Lift provision	Established	A lift serves the newer building, with a maintenance arrangement recorded in the premises audit.	Maintain servicing and contingency arrangements.
Accessible toilets	Established	Accessible toilets are recorded in the main school and newer building.	Maintain availability and adapt personal care arrangements sensitively.
Teaching spaces across buildings	Planned improvement	The school has flexible room allocation; the earlier audit noted that some older first floor spaces require additional access planning.	Consider individual routes and accessible teaching bases when organising classes; review estate options.
Outdoor spaces and playground	Established	Improved paths and accessible approaches support participation in the wider site.	Review surfaces, entrances and safe play routes.
Signs and visual environment	Developing	Directional and emergency signage and class visuals support navigation and communication.	Use clear, child height signs, uncluttered spaces and consistent symbols.
Emergency evacuation	Established	Class evacuation arrangements and adult support are recorded in the school premises audit.	Keep individual risk assessments and personal emergency evacuation plans (PEEPs) updated, using learning from evacuation drills to strengthen safe access and movement throughout the school.

Audit C. Information, communication and equality

Equality and access feature	Autumn judgement	Evidence informing the audit	Continuing action
Readable information	Established	The school's print guidance uses Arial, ordinarily 12 point, and age appropriate spoken explanations.	Review the accessibility of school letters, newsletters, learning resources and website information, responding to individual requests for alternative formats.
Alternative formats and aids	Established	Large print, symbols, digital and audio resources, Chromebooks and voice recognition are described in school provision.	Match formats and assistive aids to individual need.
Braille and specialist advice	Established	The school's earlier audit identifies access to local authority specialist transcription support.	Coordinate specialist formats promptly when required.
Translation and multilingual families	Developing	October profile captures diverse home languages and EAL; staff communicate with families flexibly.	Review preferred communication routes and translation access.
Pupil and parent consultation	Developing	Learning Plan reviews, pupil feedback and October 2026 parent and staff surveys inform priorities.	Share examples of consultation leading to change.
Attendance and belonging	Established	The IDSR records SEN attendance above national, and current year group attendance is monitored.	Maintain early family support and individual attendance reviews.
Respect and anti prejudice	Established	Christian vision, RE, PSHE and worship provide opportunities to learn about dignity and diversity.	Continue incident review, pupil voice and restorative support.
Fair admissions and access	Established	SEND and disability arrangements sit alongside school admissions and personalised transition planning.	Review individual requirements before entry or transition.
Young carers, health and family needs	Established	Family partnership, medical planning and personalised attendance support are part of the inclusive approach.	Coordinate appropriate support and communication.
Equality for staff	Developing	Professional learning and fair treatment are part of whole school leadership and governor oversight.	Keep proportional employment equality and adjustment information under review.

What the Autumn 2026 audit tells us

The evidence describes a school where accessibility is woven into teaching, communication and belonging. Established physical arrangements, the strength of attendance across groups and pupils' recorded progress give us a positive foundation. The next stage is to make inclusive practice even more consistent, evaluate its impact carefully and anticipate individual access needs early.

Our next priorities

Priority	Action	Lead	Review
Communication in every classroom	Strengthen shared visuals, core boards, vocabulary teaching and staff coaching.	Inclusion Lead and SaLT	July 2027
Evidence of impact	Use Learning Plan reviews and inclusion walks to show how adaptations support progress and independence.	Class teachers and phase leaders	July 2027
Premises and accessible movement	Maintain clear routes, inclusive space allocation, site monitoring and individual evacuation plans.	Site team and senior leaders	March 2027, then termly
Information and family partnership	Offer accessible formats and language support; show how parent and pupil feedback informs provision.	Office and Inclusion Lead	October 2027
Equality and participation review	Report on attendance, outcomes, clubs, visits, respectful relationships and staff equality to governors.	Senior leaders and governors	October 2027

Monitoring the difference

Leaders review the quality of teaching, whether agreed provision reaches children, their progress and how they experience school. Governors consider outcomes and the lived experience behind them. We remain ambitious about what children can achieve and thoughtful about the help each child needs along the way.

Staff development, premises checks, evacuation arrangements and feedback from families form part of our ongoing review. Findings and agreed actions are shared with governors to support effective oversight.

Monitoring, publication and linked policies

Who is responsible?

Governing Body	Approves the policy, oversees the Public Sector Equality Duty, monitors objectives, resources and accessibility over time.
Headteacher	Provides strategic leadership, ensures reasonable adjustments and oversees safe, equitable participation.
Inclusion Lead and SENDCo	Coordinates accessible teaching, graduated provision, specialist advice, participation and review evidence.
Teachers and Assistant Teachers	Plan and deliver inclusive teaching, communicate with families and keep individual provision effective.
Site team and office	Maintain accessible routes, premises and communication arrangements, including agreed alternative formats.

How we keep the policy live

Equality information will be reviewed and published each year. Equality objectives will be reviewed at least every four years, with an annual progress report. The accessibility plan will be kept under review and renewed by October 2029, or earlier where school circumstances make it helpful. The Governing Body considers this evidence within its regular oversight of improvement, safeguarding and resources.

The policy, equality information and accessibility plan will be available on the school website, with printed or accessible copies on request. Families can raise questions or concerns through the school office, class teacher, Inclusion Lead or Headteacher. The school complaints procedure also applies.

Documents that work alongside this policy

Our Accessibility and Equalities Policy works alongside The Blue School's Equality and Diversity Policy and Equality and Diversity Statement. Together, these documents set out our shared commitment to equality, the responsibilities of staff and governors, and how we promote inclusive practice, evaluate outcomes and continue to improve accessibility across school life.

Our Equality and Diversity Working Group, supported by our Equality Link Governor, helps review equality priorities, promote inclusive practice and ensure that the voices of children, families and staff inform school improvement.

This policy should be read alongside our SEND Policy 2026, Equality and Diversity Policy Equality and Diversity Statement. SEND Information Report, Core Pedagogy Families Information Guide, Inclusion Strategy, Admissions Arrangements 2026–2027, Attendance Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy and Health and Safety arrangements.

Evidence and statutory guidance

Our review draws on the school's Accessibility Plan and Audit (2023), September 2026 Ofsted Inspection Data Summary Report (IDSR guidance), October 2026 Arbor equality information, published school attainment results, internal pupil attainment summaries and the Equality Act 2010.The statutory framework includes the Equality Act 2010, particularly Section 149 and Schedule 10, the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 Years (2015). We also take into account of Department for Education guidance on equality duties, accessibility planning and school publication requirements. Equalities impact assessment:are SEND framework and handbook

Appendix A. Home languages recorded in October 2026

Language	Pupils	Percentage
English	302	68.60%
Polish	34	7.70%
Portuguese	16	3.60%
Farsi / Persian	15	3.40%
Spanish / Castilian	15	3.40%
Hindi	14	3.20%
Arabic	13	3.00%
Punjabi / Panjabi	13	3.00%
Urdu	13	3.00%
Russian	12	2.70%
Gujarati	10	2.30%
Ukrainian	9	2.00%
Romanian / Moldovan	7	1.60%
French	7	1.60%
Malayalam	6	1.40%
Italian	6	1.40%
Tamil	6	1.40%
Albanian / Shqip	6	1.40%
Twi	5	1.10%
Turkish	5	1.10%
Armenian	5	1.10%
Serbian	5	1.10%
Yoruba	4	0.90%
German	4	0.90%
Hungarian	4	0.90%
Chinese, including Mandarin and Cantonese	4	0.90%
Filipino / Tagalog	3	0.70%
Burmese / Myanma	3	0.70%
Pashto / Pushto	3	0.70%
Kachin / Jinghpaw	3	0.70%
Bulgarian	3	0.70%
Tigrinya	3	0.70%
Latvian	2	0.50%
Greek	2	0.50%
Amharic	2	0.50%
Afrikaans	2	0.50%
Welsh / Cymraeg	2	0.50%
Czech	2	0.50%
Thai	2	0.50%
Nepali	2	0.50%
Sinhala / Sinhalese	2	0.50%
Luganda	2	0.50%
Igbo	2	0.50%
Swahili	1	0.20%
Slovak	1	0.20%
Tigre	1	0.20%
Krio	1	0.20%
Mongolian	1	0.20%
Bengali	1	0.20%
Lithuanian	1	0.20%
Japanese	1	0.20%