

## **POLICY FOR DEVELOPING AND REVIEWING OUR ACCESSIBILITY PLAN**

**School name:** Badsley Primary School

**3-year period covered by the policy:** 2024/25 to 2026/27

Date agreed by governing body: 15.10.2024

Policy to be reviewed: 1.9.27



**BADSLEY**  
**PRIMARY SCHOOL**

### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

## **The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare —

- an accessibility plan

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children can take advantage of education and associated services provided or offered by school; and
- improving the delivery to disabled children —
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

## **Other relevant legislation, regulations & guidance;**

- Children & Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)
- The SEND Code of Practice (revised April 2015)

- Supporting pupils at school with medical conditions (2014)
- Working Together to Safeguard Children (2013)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- DfES *"Accessible Schools: Planning to increase access to schools for disabled pupils"*
- Health Standards (England) Regulations 2

## **The School's Context**

We are a local authority maintained school for children who age from 5 years to 11 years. The school comprises of two buildings covering a larger than average site, mostly of one and two storey construction.

## **The School's Aims**

At Badsley Primary we believe in equality and inclusion for all. Everyone should have equality of access to facilities and high quality education. With this in mind, we put accessibility for all at the heart of everything we do.

We are committed to providing a fully accessible school which values and includes **all** pupils, staff, parents, carers and other visitors. We will challenge negative attitudes about disability and accessibility in our aim to develop a culture of awareness and inclusion.

## **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Headteacher**
- **SENCO**
- **School Business Manager**

## **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and parents/carers.
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included in the governors' report to parents).

- 7) Implementation of the plan and allocated adequate resources.
- 8) Evaluation of the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver the curriculum and the information we provide so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

**The school's accessibility plan is available on the school website and can be requested a paper copy from the main office.**

### **Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents

- Curriculum
- Equal Opportunities and Diversity
- Health & Safety
- Special Educational Needs Policy and the school's SEND Information Report.
- Positive Behaviour Policy
- Complaints Policy
- School Improvement Plan
- School Information Booklet

## **Access Planning for Period 2024/25 – 2026/27**

**Lead member of staff:** Mark Windle (HT)  
Katie Marsh/ Amy Hughes (SENCO)  
Sharon Sharpe (SBM)

**Date: October 2024**

**Date of Review: 1.9.27**

**Name of Reviewer: Katie Marsh**

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children and adults can take advantage of the facilities, education and associated services.
- Improving the accessibility of information that is provided in writing

Badsley Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.

Category	Target	Action	Intended Outcome	Timeframe			Lead	Review
				2024 - 2025	2025 - 2026	2026 - 2027		
Participation and engagement in the curriculum	All staff prepared for new cohort of pupils	<p>FS2 staff to organise meetings and visits to EY settings once intake list is released.</p> <p>Receiving teacher to liaise with previous teacher to get up-to-date information.</p> <p>SEND register Class profiles Pupil profiles / SEND plans</p> <p>If necessary, seek further advice and support from specialists to ensure provision is appropriate.</p> <p>Make reasonable adjustments and adaptations to teaching and learning plans.</p>	Children transition smoothly into new class with staff confidently meeting their needs.	√	x	x	Class Teachers	<ul style="list-style-type: none"> <li>EYFS Transition meetings planned with staff parents and visits to school and to see nursery in setting</li> <li>Consultations with outside agencies e.g. CDC/SIT during the transition period</li> <li>In school transition day; prior to this team meetings with previous/receiving teacher</li> <li>Enhanced transition planned in for children who require it; this involves additional visits to new year group areas e.g. toilets/classrooms, support staff visits with pupils, pupil passports/all about me information shared</li> <li>SEND plans information</li> </ul>



								<ul style="list-style-type: none"> <li>and files passed on</li> <li>• Any resources or intervention e.g. SALT files passed on</li> <li>• Comprehensive transition package for Y6-Y7 inc meetings with all KS3 settings, invite representatives from KS3 to review meetings. Support parents with communication, meetings, visits to new schools</li> <li>• Home visits supports were required eg children previously home educated</li> </ul>
Participation and engagement in the curriculum	Review policies to ensure they reflect best inclusive practice and procedure.	<p>Ensure new staff understand the school's duties in terms of the Equality Act 2010.</p> <p>Establish a rolling programme for reviewing and updating policies. Share updated policies with all stakeholders including governing body.</p>	All policies comply with equality legislation and staff are aware of the principles for inclusion and are enabled to respond to and support all learners.	√	X	X	Curriculum and/or Policy leads	<ul style="list-style-type: none"> <li>• Policies reviewed within the timeframe and shared with staff/governors</li> <li>• Policies contain information from the Equality Act 2010 regarding roles and responsibilities</li> </ul>

								<ul style="list-style-type: none"> <li>• New staff induction</li> </ul>
Participation and engagement in the curriculum	High quality teaching is consistent throughout school.	Teachers use a range of adaptive teaching approaches to ensure all pupils are adequately supported.	All pupils achieve best learning outcomes.	√	X	X	Class Teachers	<ul style="list-style-type: none"> <li>• Adaptive teaching focus whole staff CPD from SIT team</li> <li>• Follow up Adaptive teaching learning walks with SIT team Nov 24</li> <li>• Liaison with outside agencies eg ACT, SIT, EPS</li> <li>• Additional CPD SENCO network, sensory toolkit training</li> </ul>
Participation and engagement in the curriculum	Children with disabilities can access the full curriculum offer including extra-curricular activities and external visits.	<p>Work with families and specialists to ensure provision is appropriate and reasonable adjustments are in place.</p> <p>Complete individual risk assessments for visits and extra-curricular activities using the information to make reasonable adjustments. If appropriate use of alternative learning experiences which promote similar development of knowledge and understanding. when a venue is inaccessible due to a child's disability</p>	Children are fully included in school life impacting on well-being, progress and attainment.	√	X	X	Class Teachers and subject leads including Educational Visits Coordinator	<ul style="list-style-type: none"> <li>• Work with parents/staff to ensure access to the full curriculum</li> <li>• Work with external agencies when required</li> <li>• Individual risk assessments in place when required</li> <li>• Additional risk assessments and adjustments in place for trips</li> </ul>

Aim 2: To improve the physical environment of the school to increase the extent to which pupil's families or professionals with a disability, medical condition or other access needs can access education and associated services

Category	Target	Action	Intended Outcome	Timeframe			Lead	Review
				2024 - 2025	2025 - 2026	2026 - 2027		
External Areas	Provision of car parking for Blue Badge holders	Marked out disabled persons' parking space and provide signage.	School more accessible for those with mobility issues.	√	X	x	Headteacher	<ul style="list-style-type: none"> <li>Designated disabled parking and access to school</li> </ul>
Entrances and Exits	Improve the ingress and egress around school.	<p>Complete an environmental audit and make any necessary reasonable adjustments over the next 3 years.</p> <p>Apply for a schools' accessibility grant for any works required that will make the building more accessible for pupils with high needs.</p>	School buildings will be more accessible for all including those with a vision impairment, physical disability and sensory processing needs.	√	X	X	SENDCO and Caretaker	<ul style="list-style-type: none"> <li>Accessibility grant applied for and successful addition of SEP</li> <li>Further projects planned e.g. improvement to sensory room, outdoor area in planning stage/ changing station in disabled toilet Y2</li> </ul>
Classrooms and other learning spaces	Reduce the risk of sensory overload for pupils with sensory processing needs.	Complete sensory audits of learning spaces and make reasonable adjustments based on pupil cohorts.	Improved emotional regulation of children.	√	X	x	SENDCO and specialist teacher or therapist.	<ul style="list-style-type: none"> <li>Sensory audit completed following input with the sensory OT 23-24</li> <li>Whole school sensory CPD focus 23-24</li> <li>Individual sensory profiles compiled with parents where needed</li> <li>Implementation of sensory</li> </ul>

									resources/sensory circuits/ sensory provision identified within SEND planning and part of the whole school inclusion offer
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Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Category	Target	Action	Intended Outcome	Timeframe			Lead	Review
				2024 - 2025	2025 - 2026	2026 - 2027		
Communication	Provide written communication in alternative formats.	<p>Consider additional needs of pupils, staff, families and visitors and provide alternative formats such as braille, symbol supported text, translated texts etc.</p> <p>Exam access arrangements are in place for those pupils requiring a reader or modified test papers.</p>	Written information is available in a format that is accessible to the reader.	√	X	X	Admin Team/SLT	<ul style="list-style-type: none"> <li>• Use of dojo translate to communicate with parents with limited English</li> <li>• Adjustments to how information is communicated e.g. face to face</li> <li>• Appointment of EAL specialist to support communication with increasing population of EAL families</li> <li>• Targeted EAL work for children and families</li> <li>• Access arrangements in place</li> <li>• Support from outside agencies e.g. HI/VI team for individual arrangements</li> <li>• Alternative formats</li> <li>• Key meetings between SENCO / Asst Head re access arrangements required</li> </ul>
Communication	Improve verbal	Provide a BSL interpreter and/or	Communication with	√	X	X	SLT/SENCO	<ul style="list-style-type: none"> <li>• HI team involvement</li> </ul>

	<p>communication for those with a hearing impairment.</p>	<p>hearing assistance equipment as appropriate.</p> <p>Staff to complete deaf friendly schools training.</p> <p>Work with families and Teachers of the Deaf on the best ways to communicate with a child with a significant hearing loss.</p>	<p>someone who is deaf or hearing impaired is in their preferred communication style.</p>					<p>for those that require this support</p> <ul style="list-style-type: none"> <li>• When appropriate radio aid equipment in use and training for staff</li> <li>• Recommendations from HI team within SEND planning for these children</li> </ul>
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