

Badsley Primary Accessibility Plan

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Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental Impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

Mission Statement

At Badsley Primary School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of trust and honesty in which everyone feels valued and shows respect for each other and their surroundings. We are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

Badsley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability to ensure that such pupils are as equally prepared for life as are the able - bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.
- Improve and maintain access to the physical environment of the school.
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Plan should be read in conjunction with the following school policy documents:

- Positive Behaviour Policy
- Curriculum Policies
- Health and Safety Policy
- School Prospectus
- SEND Policy
- The Local Offer
- School Development Plan

Current Accessibility Arrangements:

Admissions

Admissions to Badsley Primary School are dealt with by Rotherham LA. Children are not discriminated against because of a disability and the school has an anticipatory duty to make reasonable adjustments to meet the needs of pupils with disabilities. We are an inclusive school and aim to admit all children from the local community whose parents wish them to attend. However, there may be rare instances where the efficient use of resources and the need to provide efficient education for other children in the school means that a pupil would be better placed in a more specialist setting.

Physical Access to Buildings and Classrooms

Almost all areas of the school are accessible by all children, their parents and other visitors to the school. There are a few classrooms that are not accessible (currently some Y4 & Y5 rooms) but rooms would be swapped round if needed to accommodate pupils with physical needs.

Detail:

Area of School	Features
Getting in and out of the building	Entrance to the building from the road (Badsley Moor Road Entrance) and car park is flat allowing for easy wheelchair access. There are spaces in the car park that are designated for disabled users (near to the hall doors). All paths are wide enough for the use of a wheelchair. There is also disabled access to and from the main entrance to the EYFS/Y1 yard via a permanent ramp.
Y2 corridor and classrooms Y6 corridor and classrooms	Corridors and doors are wide enough for wheelchairs to be used. Classroom entrances have flat floor entrances and wide doors. The disabled toilet can be accessed via the Y6 corridor. The F2/Y1 yard is accessed via a ramp from entrance foyer.
Access to Y1 corridor and classrooms	Wheelchair access to the Y1 corridor from the main entrance is via the foyer ramp, across the yard and in through a ramped door at the far end of Y1 corridor. The disabled toilet is round the corner by the last Y1 classroom. All doors can be pushed open in one direction and handles to pull doors open in the other direction can be reached by a wheelchair user.
KS1 Hall	The hall is accessible from the Y1 corridor and also has outside access (permanent ramp).
Access to EYFS corridor and classrooms	Access to the EYFS corridor from the main part of school is via a wheelchair lift which is regularly serviced and maintained. Outdoor access for disabled users is via the door in the lobby at the far end of the EYFS corridor. Other doors have steps. All Foundation classes have particularly good access from the corridor as there are no classroom doors.
Small group intervention space in Y1/EYFS corridor	The small rooms opposite the final Y1 classroom are occasionally used for group work and have flat easy access. Other rooms are at the top of flights of stairs and so are not accessible to all for small group work or meetings. Room bookings need to take this aspect into account.
Disabled toilet by Y1	Available for all pupils and adults who need it. Includes an adjustable changing table.
Forest School	Wheelchair users can access the school garden via the gate in the side path. Most of the garden paths are accessible to wheelchairs.

F2/Y1 outdoor area	There is ramped access from each corridor. Steps and edges have been painted with yellow lines for VI users.
Y2 yard, field and area at side of school	All areas accessible. Steps to entrance have been given high visibility edging. There is also a ramp. The edge to the wooden play area has yellow lining to decrease the trip hazard.
Canteen	The canteen has flat access and wide doors.
Staffroom 2 nd disabled toilet	The staffroom is accessible to disabled users. The 2 nd disabled toilet is just opposite the staffroom on Y6 corridor.
Y3 corridor and classrooms Pastoral Base KS2 girls' toilets Community room	Disabled access to the Y3 corridor from inside the building is via the lift from the Y6 corridor. A child or a member of the public needing to use this lift will always be accompanied by a member of staff. The Y3 corridor can also be accessed directly from the KS2 yard (flat, no steps). The community room can also be accessed by the Tennyson Road entrance (no steps)
Y4 corridor SFA room KS2 hall, old library intervention room	There are 4 steps (handrail to the left going down) between the Y3 and Y4 corridors. These steps are covered by a wheelchair lift. Once on this corridor, there is flat access to a Y4 classroom, the SFA Room, old library intervention room and KS2 hall.
All Y5 classrooms, 2x Y4 classrooms Year 6 intervention base	These are only accessible via stairs. Alternative arrangements would have to be made for a wheelchair user needing access to these rooms or someone not able to use the stairs regularly or safely (room usage would have to be swapped).
KS2 boys' toilets	There is no flat access to the KS2 boys' toilets. A wheelchair user would need to use the disabled toilets by Y6 (accessible via the lift). There are 4 steps up to the boys' toilets indoors from the Y4 corridor with handrails and one step to the toilets from the yard.
KS2 yard	Flat access to and from the KS2 yard is via the door to the Y3 corridor. There is one step to access the both the boys' and girls' toilets from the KS2 yard.

Evacuation Procedure

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in a Risk Assessment for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom layout used can be altered to facilitate access and learning.

The school's policy on Teaching and Learning and SEN/Inclusion incorporate advice for teachers on supporting disabled pupils. The school has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with physical needs, sensory impairment, specific learning difficulties etc. is carried out as required.

Informal Curriculum

Badsley Primary School is committed to ensuring that pupils with a disability can participate fully in the wide range of activities offered beyond the classroom. This includes

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are carefully planned for. The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials or other alternatives would be made available when required.

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Action Plan (commencing 2022)

Action Plan 1: Increasing Physical Access to and within the school.				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
Improve ramp access to pirate ship in yard.	SS to talk to builders about widening the ramp to the pirate ship. Proceed with plans if it is feasible.	Ramp and opening to pirate ship are wider and safer for all users.	Improve ramp access to pirate ship in yard.	
Improve access to wood cabin in EYFS	Look into options – ramp for gate access (permanent or temp as needed) etc. Consider which is most practical & value for money solution and act on this.	Wood cabin is accessible to any pupils with a disability.	Improve access to wood cabin in yard.	
Improve safety of stepped areas in KS2	Handrails to be added to steps from yard to boys' KS2 toilets.	Steps will be safer for children and others with mobility problems.	By April 2019	
Action Plan 2: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Ensure that the school is compliant with the Code of Practice for SEN, including joint working with parents and more consultation with pupils.	KM/AH To review school policies and practice Staff meetings and training sessions on parental and pupil involvement.	Monitoring over the school year shows staff knowledge and compliance with Code, leading to an increase in parent and pupil participation and satisfaction measures increase.	By summer 2019	
Action Plan 3: Improving the visual environment				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Improve safety of outside areas by adding and renovating yellow lines to steps and edges.	Yellow lining added to: <ul style="list-style-type: none"> • Edging of wooden play area in Y2 yard • Steps, drains and edges in KS2 yard 	Areas safer for users with VI	April 2019	

Management of the Plan

- The governors Premises Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported to the Full Governing Body at least once per year and made available on the school website

Parents/ Carers may request a copy of the Accessibility Plan from the School Office.

SS January 2022