



Baines' Endowed Church of England Primary Academy

Accessibility Plan

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

"For with God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

Intent

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Academy subscribes fully to the concept of inclusion. As Christians we firmly believe that everyone in our school and nursery is of equal and great worth, both to God and to us, regardless of their ability or disability. Hence we recognise the entitlement of every child in nursery and school to have full access to a broad, balanced and differentiated curriculum appropriate to their age and stage, irrespective of their particular needs.

We aim to provide quality learning experiences within a happy, purposeful, stimulating environment, where each child is encouraged and inspired to fulfil his, or her potential.

Through strong pastoral care, we seek to support our children and their families, to help all take an active part in our school community, their local community and the global community. We strive to foster a caring family atmosphere, where children take

responsibility for their actions and learn to support and encourage others, regardless of ability.

There is equality of opportunity for all pupils to fully access the national curriculum at the appropriate level and to have the opportunity to take part in extracurricular activities. At Baines' Endowed, we endeavour to ensure all children and their families can take a full and active role in the life of the school.

All of the work that is undertaken at school and nursery is underpinned by our Mission Statement: "For with God, nothing is impossible" and our twelve values (see front page of this plan)

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan., including with the Local Authority and all members of our Multi-Academy Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We communicate with all stakeholders in order to develop the accessibility plan, including pupils, parents, staff and governors of the school.

Implementation

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objective	Current Practice	Actions to be taken	Staff responsible	Date for completion	Success Criteria (Outcomes)
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils, using resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed and personalised to ensure it meets the needs of all pupils, including those with</p>	<p>Maintain all current practice.</p> <p>Develop outdoor education to enhance the curriculum offer for all children, including those with disability.</p> <p>Further development of the Playground project, with wheelchair level planters to allow for outdoor science work.</p> <p>Introduction of floor to ceiling Wall Art where possible, into the school environment to engage all pupils and to allow all SEND pupils to enhance their sensory</p>	<p>HT/SLT/SENDCo</p>	<p>Ongoing</p>	<p>All children in school will have access to quality outdoor educational experiences, to enhance their curriculum experience at Baines'.</p> <p>The curriculum will be further enhanced by the introduction of Wall Art resources, which will enable all pupils, including those with SEND, to have a greater sensory experience of curriculum topics.</p>

	<p>EHCPs.</p> <p>Outdoor areas have been maximised to support learning outdoors: Peace Garden, Sensory Trail, Forest Corner, Playground Grey to Green Project, EYFS outdoor area and garden, Nursery outdoor areas.</p>	<p>experience of school.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Appropriate furniture personalised to the needs of the individual</p>	<p>Review pupils' toilet facilities, with a view to upgrading them to accommodate pupils' needs across school.</p> <p>To include in the upgrade, better changing facilities for SEND pupils.</p>	<p>MAT/HT/TBL</p>	<p>Ongoing</p>	<p>Toilet facilities will be modernised and space will be utilised to provide appropriate facilities for all pupils, including those with SEND.</p> <p>Better changing facilities will be available for SEND pupils, to better accommodate their needs.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Internal signage Large print resources Pictorial and symbolic representations Coloured overlays, paper and books where required to meet the needs of the individual Specialised computer programmes, linked to the needs of pupils with SEND</p>	<p>Continue to adapt communication of information in accordance with the individual needs of our pupils and purchase relevant tools required to support independence in pupils who can not access information independently.</p> <p>Purchase reading pens to support those pupils with SEND to be able to read independently without adult support.</p>	<p>HT/SLT/SENDCo</p>	<p>Ongoing</p>	<p>Support pupils with SEND to become independent learners, by providing appropriate tools to support their access to information.</p>
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Review

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and will be shared with the Local Governance Committee, in line with our Trust Scheme of Delegation.

Last reviewed: November 2024 by Debi Rusling, Headteacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) Policy
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Medical Conditions policy