

DATE:10.1.25

# Accessibility Plan

Bakewell C of E Infant School



## 1. Aims

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

Bakewell C of E Infant 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.

Inclusion is at the heart of everything we do at Bakewell Infant School and we continue to strive to build on and develop the practice we have in place. We firmly believe that all pupils should be supported to achieve their best so that they may flourish: academically, socially, physically and emotionally.

Bakewell C of E Infant School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all of the activities that run through the school.

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. The staff at Bakewell Infant School work closely with local trust schools as part of an effective partnership. This enables our children, parents and staff to benefit from an experienced, non-class based SENCO who provides advice and support. This inclusive practice is further strengthened with support and advice from both the trust and the local authority.

The trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility at Bakewell Infant School, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required areas as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

Bakewell C of E Infant School also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

## 4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate

- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

### **Strategy 1**

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
  - Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
  - All departments to ensure that schemes of work have clear differentiation included
  - SENCO to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
  - Teaching staff to liaise with SENCO and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
2. Ensure equal access for disabled pupils to co-curricular activities and school visits.
  - Risk assessment and planning of trips to include accessibility references
  - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
3. Ensure that all pupils feel supported and included within the school.

### **Strategy 2**

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school:
  - Provide more designated disabled parking spaces
  - Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access
2. Lighting
  - Provide adequate lighting in all areas of the school environment
3. Toilets
  - To have sufficient disabled toilets available along with appropriate hand washing facilities.
4. Lifts
  - Lifts to be provided in all new buildings

### **Strategy 3**

Improving the delivery of information (to disabled pupils and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

## 5. Action plan

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

<b>Aim</b>	<b>Current good practice</b> Include established practice and practice under development	<b>Objectives</b> State short, medium, and long-term objectives	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Experienced SENCO provides support and guidance for all leaders and staff on appropriate adaptations so all children can access an appropriate curriculum for all pupils.</p> <p>Physical adaptations are made to the classrooms to enable successful integration for all.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for</p>	<ul style="list-style-type: none"> <li>• Short-term: SENCO attends home visits for reception starters to better support early identification.</li> <li>• Short-term: All subject leaders support teaching staff in ensuring appropriate curriculum adaptations are made.</li> <li>• Short-term: precision teaching training for T</li> <li>• Medium term: Ensure all children are safely included on all trips.</li> </ul>	<p>SENCO attends home visits</p> <p>Training for all SL on adaptations using published material in the staff planners 8.1.24</p> <p>Training for TAs: March 24</p> <p>e-visits training for newly appointed senior leaders September 2024</p> <p>Training for staff on: ELSA, positive play and nurture</p>	<p>HT and SENCO</p> <p>HT</p>	<p>June 2024</p> <p>January 2024</p> <p>September 2024</p> <p>Training for wider staff body on SEMH: September 2025</p>	<p>Early identification and support for families.</p> <p>All teaching staff can plan appropriate adaptations within all subject areas.</p> <p>New leaders ensure that all children have appropriate plans to enable full inclusion.</p> <p>School can sustain SEMH provision.</p>

	<p>pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Inclusion team provide high quality and effective SEMH support.</p>	<p>Long term: all staff are trained in SEMH provision so there is a financially sustainable offer for all.</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> <ul style="list-style-type: none"> <li>At least one marked disabled parking bay</li> <li>Disabled toilets and changing facilities</li> </ul> <p>Library shelves at wheelchair-accessible height</p>	<ul style="list-style-type: none"> <li>Medium term: review and amend the parking and access to the front of school (currently one bay and a narrow pathway from this to the school entrance)</li> </ul> <p>Medium term: ensure all exterior doorways are adapted.</p>	<ul style="list-style-type: none"> <li>Work with YMD Boons to review current provision vs. best practice.</li> <li>Costings to be provided</li> </ul> <p>DFC set</p>	<p>SENCO</p>	<p>September 24</p>	<p>Increase in parking facilities</p> <p>Access to main building is broader and enables easy, level access</p> <p>All doorways are adapted so all children and adults can enter safely.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is</p>	<ul style="list-style-type: none"> <li>Create and offer information in alternative formats.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the Trust to review current information</li> </ul>	<p>SENCO</p>	<p>Ongoing</p>	<p>All pupils, parents and visitors have access to appropriate information.</p>

	accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>		Work with Trust to identify best practice within schools			
--	---	--	--	--	--	--

## 6. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.

It will be approved by school's LAC

## 7. 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) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

### Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list and should be adapted to suit your own context.*

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	1 storey building throughout	None required.	NA	NA
Corridor access	Wide corridors	These need to be maintained as at the present time: clutter free and with no obstacles.	Class teachers	Ongoing
Lifts	NA	NA	NA	NA
Parking bays	6 with no current marked bay	As set out in the plan above. School should review the number of bays and have at least one disabled bay marked.	Operations Manager	As set out in the plan
Entrances	2 front entrances, one into the office area and one into the main corridor. 1 in the back building block into the EYFS library 1 sloped entrance in the EYFS block at the side of the building.	Make sure the ground is even enough near the sloped entrance into the EYFS building and make adjustments if necessary.	HT and SENCO	As set out in the plan
Ramps	No ramps only a sloped access point into the EYFS building.	NA	NA	NA
Toilets	1 disabled toilet	None other than ensuring it remains clutter free.	Class teachers	Ongoing
Reception area	Main entrance at the front with a door into the office on the same level.	None other than ensuring it remains clutter free.	Office team	Ongoing
Internal signage	Wide corridors. PEEPs in place as appropriate if necessary.	Half termly routine drills to review	Office team	Ongoing
Emergency escape routes	Wide corridors. PEEPs in place as appropriate if necessary.	Half termly routine drills to review	Office team	Ongoing

**YMD Boon Ltd - Health & Safety**

[www.ymdboon.co.uk](http://www.ymdboon.co.uk)

Company No. 05748517

[enquiries@ymdboon.co.uk](mailto:enquiries@ymdboon.co.uk)

01858 464 482

6b Anson House, Compass Point Business Park, Market Harborough, Leicestershire, LE16 9HW