DDAT

Derby Diocesan Academy Trust



Accessibility Plan
Bakewell CE Infant School
September 2026

Approved by the Trust Board on: 18th March 2025

Due for Review on: March 2028

Contents

1. Aims 3
2. Legislation and guidance.....3
3. Physical Environment 4
4. Action plan 4
5. Monitoring arrangements.....7
6. Links with other policies.....7

1. Aims

Derby Diocesan Academy Trust acknowledges that all 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.

Inclusion is at the heart of everything we do at Bakewell CE Infant School. We continue to strive to build and further develop the inclusive practice which we have in place. We firmly believe that all children and adults should be supported to achieve their best so that they can achieve, belong and thrive.

Our school is committed to improving access to education for all pupils, including those with disabilities. Our Accessibility Plan, for our school, focuses on three key areas in line with the Equality Act 2010[1]:

- enhancing participation in the **curriculum**;
- improving the **physical environment;**
- increasing the availability of **accessible information**.

In continually striving towards these aims, we also enact the educational vision of the Church of England by educating with '*dignity and respect*,' because we ensure *'the equal worth of those with and without special educational needs and disabilities is recognised*'[2] in our practice.

The staff at Bakewell CE Infant collaborate closely with neighbouring trust schools through a strong and effective partnership. This established collaboration allows our children, families, and staff to benefit from the expertise of a dedicated, non-class-based SENCO and the support of a highly effective Inclusion Team. Our commitment to inclusive practice is further enhanced by the guidance and support we receive from Derby Diocesan Academy Trust and the local authority.

Our Accessibility Plan is resourced, implemented, reviewed, and revised in consultation with:

- The Headteacher, SENCOs, and the Inclusion Team.
- Members of our school's Local Trust Committee including our link governor.
- Our Trust (Derby Diocesan Academy Trust).

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

Our Trust and its schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its school's support any available partnerships to develop and implement the plan. Accessibility audits are carried out across the Trust and its schools. Links with the local authorities are in place to further support accessibility requirements and this is considered as part of the school condition allocation funding.

If you have any concerns relating to accessibility in the across the schools within the Trust, the complaints procedure sets out the process for raising these concerns.

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 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.

This policy complies with our funding agreement and articles of association.

3. Physical Environment

Bakewell CE Infant School comprises of two stone buildings. The EYFS building and Key Stage 1 building (containing the main Office and dinner hall) are situated at either end of an open playground. There is a field to the rear of the school accessed through a gate. The two buildings are split by an undulating playground which runs through the centre of the school site. Each building is single storey which provides access for wheelchair users through at least one door, but not through all.

All the classrooms lead into an open space and wide corridors out into the main playground. The staffroom is situated in the EFYS block. The playground between the two buildings leads into the EYFS garden, all of which is openly accessible.

Doors within the main buildings are wide enough to enable access for wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked.
There is an accessible toilet within each of the main school buildings, all with handrails and emergency pull cords.

The school has its own carpark. During school hours, parking is available in the school carpark or outside in the parking bays situated outside of the main school entrance on Bath Street.

4. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Aim 1: Increase access to the curriculum for pupils with a disability	Bakewell Infant School is committed to ensuring that all pupils receive high-quality, inclusive teaching that enables them to achieve, belong and thrive. As the profile of pupil need continues to evolve, staff	Ensure all staff understand the needs and curriculum access requirements of pupils with disabilities. Monitor and	Share pupil profiles, SEN plans and reasonable adjustments with all staff. Include accessibility and SEND updates within staff meetings	Headteacher, SENCO, CT	2025-26	✓ Reduction in low-level disruption and increased pupil engagement. ✓ Observations show improved attention and participation across all groups.

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Ensure all teachers are confident and skilled in adapting teaching, learning and assessment so that every pupil can access the curriculum and achieve success regardless of need, disability or vulnerability.	must be equipped to use adaptive teaching strategies, evidence-informed interventions and inclusive assessment practices. Developing expertise across the whole staff team will reduce barriers to learning, improve outcomes for vulnerable groups and ensure that the curriculum remains accessible to all pupils.	evaluate the attainment, progress and engagement of pupils with SEND and disabilities. Embed adaptive teaching strategies consistently across all classrooms. Ensure all educational visits, clubs and enrichment activities are fully accessible. Improve behaviour for learning so all pupils can successfully engage with teaching and learning. Increase staff confidence in supporting children with communication, sensory and physical needs. Strengthen pupil voice to ensure children can influence adjustments made	and CPD. Provide targeted training on adaptive teaching, sensory needs and specific disabilities. Monitor classroom practice through learning walks and coaching conversations. Conduct termly pupil progress meetings focused on pupils with SEND and disabilities. Use provision mapping to evaluate the impact of interventions. Analyse attainment, attendance and engagement data for vulnerable groups. Review individual outcomes with parents and professionals regularly. Complete accessibility risk assessments for all educational visits. Consult with parents/carers			✓ Staff report increased effectiveness of instructional strategies post-training. ✓ INSET training enables staff to use deescalation strategies to good effect reducing impact on learning of others. ✓ CPOMS shows reduction in behaviours linked to self-regulation ✓ Staff demonstrate confidence in adapting learning and implementing reasonable adjustments. ✓ Pupils with SEND/disabilities make expected or better progress from their starting points. ✓ Participation in trips, clubs and extracurricular activities reflects

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		to support their learning.	regarding individual requirements. Arrange reasonable adjustments, specialist equipment or transport where needed. Ensure all trip providers are aware of pupils' accessibility needs in advance. Deliver inclusion-focused staff training and coaching. Implement consistent behaviour regulation approaches across school.			the wider school population. ✓ Behaviour data shows improved engagement and reduced barriers to learning. ✓ Positive feedback from pupils and families regarding inclusion and access.
Aim 2: Improve and maintain access to the physical environment	Bakewell Infant School is committed to providing an inclusive environment where all pupils can access facilities safely, independently and with dignity. Regular review of the physical environment ensures that barriers to participation are identified	Conduct an annual accessibility audit of the school site to identify barriers to access. Improve signage throughout the school using visual	The internal school environment is adapted to the needs of pupils as required. This includes providing further adaptations including: Review of existing	YMD Boon DDAT Trust Operations Lead and HT	July 2026 (building work) January 2027	✓ Existing ramps are assessed and, where necessary, adapted to safely accommodate electric wheelchairs. ✓ Doorways, cloakroom areas and circulation

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All learning environments are clutter free, reduce visual and auditory stimulus, ensure free flow access	and removed, enabling pupils with physical disabilities, mobility difficulties, sensory needs and additional needs to fully access all areas of the school. Planned adaptations will improve accessibility, promote independence and ensure compliance with the Equality Act 2010.	symbols and accessible formats. Ensure all accessible toilets, handrails and emergency systems are maintained and regularly checked. Review playground, outdoor learning and intervention spaces to ensure they are accessible to children with mobility needs. Ensure classroom layouts can be adapted quickly to accommodate physical needs and specialist equipment. Improve accessibility of entrances and routes between the EYFS and KS1 buildings where	ramp load bearing capacity (will it hold electric wheelchairs?) Reduction of clutter in doorways and peg areas Removal of clothing boxes in accessible toilet in EYFS block Ensure entrance doors are clear for new accessible toilet in KS1 block Review entrance to the school through main door leading out of side passage to reduce bottle neck and ensure greater accessibility	HT and all class teachers	September 2026	routes remain free from clutter and obstructions. ✓ The accessible toilet in the EYFS block is fully available for its intended purpose and free from stored items. ✓ Access routes to the new accessible toilet in the KS1 block remain clear at all times. ✓ Pupils and visitors with mobility needs can access relevant facilities safely, independently and with dignity. ✓ Accessibility audits identify no significant environmental barriers to access. ✓ All pupils can move safely and independently around learning

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around the room, enabling full inclusion.		reasonably practicable. Ensure Personal Emergency Evacuation Plans (PEEPs) are in place and reviewed for pupils and adults who require them.				spaces. ✓ Pupils demonstrate increased engagement and sustained attention during learning. ✓ Barriers to participation are reduced for all pupils ✓ Learning environments support the full inclusion of all children in curriculum and wider school activities.
The external school environment is adapted and improved to meet the needs and requirements of all pupils, staff and visitors.				DDAT Health and Safety AUDIT, Site Manager, HT, Operations Lead MADPP	January 2027	✓ Pupils, staff and visitors with mobility difficulties are able to access the Rainbow Room safely using dual hand support. ✓ Access to the EYFS accessible toilet is improved through independently

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						operable external door handles. ✓ The playground environment is reviewed and any identified hazards or barriers reduced through appropriate adaptations. ✓ External learning and play environments can be accessed safely by all pupils wherever reasonably possible. ✓ Accessibility audits demonstrate that external access barriers are regularly reviewed and addressed.
Aim 3: Improve the delivery of information to pupils and families	Bakewell Infant School is committed to ensuring that all pupils have equitable access to information, learning and communication. Some children may experience barriers to accessing information due to special	Ensure school information is available in accessible formats when required. Increase the use of visual communication supports across	Review use of Adapted Materials to ensure full inclusion: • Large-print resources. • Coloured overlays or coloured paper backgrounds for	HT, SENCo, Business Officer, SEND/Inclusion LTC	From September 2026	✓ All pupils, regardless of need or disability, can access information, communicate effectively and participate fully in learning.

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	educational needs and disabilities (SEND), sensory needs, speech, language and communication difficulties, visual impairments or specific learning differences. Providing information in a range of accessible formats enables all pupils to understand, engage with and respond to learning effectively. This supports inclusion, promotes independence, ensures equality of opportunity and helps all children participate fully in school life alongside their peers. School communications available in accessible formats upon request. Use of plain English in letters and policies. Translation services or translated materials when required. Information shared through multiple formats (written, visual	the school. Improve accessibility of communication for families with additional needs or disabilities. Ensure key policies and information can be provided in large print, alternative formats or translated formats upon request. Develop staff expertise in supporting speech, language and communication needs. Increase the use of technology to support access to information and learning.	children with visual stress. • Tinted exercise books and reading materials where appropriate. • Widgit symbols, visual timetables and now/next boards. • Use of pictures, photographs and symbols to support understanding. • Colour-coded resources to aid organisation and comprehension. • Simplified language and chunked instructions.			✓ Information is presented in a range of formats appropriate to individual needs, reducing barriers to achievement, independence and inclusion. ✓ Key documents summarised in accessible formats using AI tools. ✓ Website and Facebook accessibility features reviewed and enhanced. ✓ Parent surveys and Trust audits show improved understanding of school communications.

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	and verbal).					

5. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the COO in collaboration with the schools within the Trust.

It will be approved by Trust Board before being adopted by the LAC following the school contexts being added.

6. Links with other policies

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

- DDAT Health and safety policy
- DDAT Equality information and objectives (public sector equality duty) statement for publication
- DDAT SEND policy
- DDAT Supporting pupils with medical conditions policy
- DDAT Child Protection and Safeguarding Policy