



## Baildon Church of England Primary School

# Accessibility Plan

Policy Creation: November, 2023  
Policy Review Date: October , 2026

*'Those who hope in the Lord will renew their strength and they will soar on wings like eagles.'*

## **Vision Statement**

We celebrate our place within God's loving family, showing respect for ourselves, others and the world around us. We are a safe, supportive community of inspired, resilient life-long learners, with a spirit of curiosity, where every individual is provided with the opportunity to flourish and achieve in our ever-changing world.

## **Introduction**

Baildon Church of England Primary School and Nursery prides itself on being a happy, welcoming and inclusive environment, within which all pupils are encouraged to learn and reach their potential.

The staff and the governing body strive to create an environment where children enjoy learning, are challenged to achieve their very best, and Christian values of care and compassion for others are instilled.

The School actively plans its resources and facilities in such a way that all pupils, regardless of their disabilities or limitations, are given every opportunity and the support needed to succeed and feel a sense of fulfilment.

The School offers a broad and balanced curriculum designed for children across the ability spectrum, and the achievements, attitudes, and moral and physical well-being of the pupils is of paramount importance.

## **Purpose of Plan**

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, race, 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 of 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. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Baildon CE Primary School the Plan will form part of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Baildon CE Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Baildon CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) 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) and will advise upon the compliance with that duty.

3) Baildon CE 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.

4) The Baildon CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe 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, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Baildon CE CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Behaviour Curriculum
- Critical Incident and Business Continuity Plan
- Equal Objectives Policy
- Health & Safety Policy
- Equality Duty Statement
- School Improvement Plan
- SEND Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governing Body Meetings

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Aims and Objectives**

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils,

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, We ask parents to keep the school informed of any changes to the information they have provided and parent are also asked to check personal information annually.

### **Physical Environment**

There are very few parts of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

### **Curriculum**

Through Planning for Individual Need, we aim to provide as inclusive an approach as practically possible, however, there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. The school is a two storey building with wide corridors and several access points.

### **Location and Layout Information**

The main entrance to Baildon Church of England Primary School and Nursery is located at the end of Coverdale Way, off Langley Lane, Baildon. The building is located on a hill such that the facilities are sited on two levels. The main entrance and reception is situated on the lower level, as are the kitchen, some office spaces, main hall, gymnasium and changing rooms.

The classrooms are located on the upper level and can be accessed from the lower level via stairs or a lift. Each classroom has an exit to the outside areas.

The outside sports facilities and playing field are located on the lower level, and the KS1 and KS2 playgrounds are located on the upper level. There are grassed areas surrounding the school and children are encouraged to make use of these areas when ground and weather conditions are suitable. There are also a number of covered structures around the grounds that provide children with somewhere to sit.

The school can be accessed via slopes to the upper level, wheelchair access is good within the school buildings and externally.

The school focuses much effort and resources into providing for children with many levels of learning difficulty and special needs. The School has a strong statement on how it approaches issues such as the autistic spectrum, language and communication difficulties, learning needs, physical disabilities and behavioural factors.

The School is committed to inclusiveness in as many activities as possible and endeavours to accommodate specific needs and special requirements wherever possible.

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal, daily activities.

### **Planning Responsibilities**

The School plans the development of its resources and facilities in order to accomplish the following:

- Increase access for disabled pupils to the School curriculum  
Including teaching, learning and the wider curriculum of the School, participation in after-school clubs, leisure and cultural activities, and school visits
- Improve access to the physical environment of the School  
Including improvements to the physical environment of the school and physical aids to access education
- Improve the delivery of written information to disabled pupils  
Including making written information available to *all* pupils  
The provision of information will take into account the pupil's disabilities, and pupil's and parents' preferred formats  
The information will be made available within a reasonable timeframe



## Accessibility Plan

### Increasing Access for Disabled Pupils to the School Curriculum

Baldon Church of England Primary School and Nursery operates on an ethos of Continuous Improvement and Professional Development (CPD), and all staff are encouraged to expand their knowledge base and skill sets as part of this process. As a Church School it is an important part of our value system that, wherever possible, all children are enabled to participate fully in the broader life of the school. In line with this, all children are permitted to attend after school clubs, leisure and cultural activities and educational visits.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept Intake, including any SEND, toileting or medical needs	Sept	HT EYFS teacher	Procedures/equipment / ideas set in place by Sept.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT & Governors All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families, using data collection forms, transition and class teacher meetings, support and care plans, drop ins and start and end of school contact.	Ongoing throughout Year	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg. Children with severe	To ensure collaboration between all key personnel	Ongoing throughout Year	HT Outside agencies Medical Lead	Clear collaborative working approach

	asthma, allergies, epilepsy or mobility issues.			Office staff	Medial notifications updated at least annually
	To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> <li>• Outside Play visits; Employment of Support from specialist advisory teachers;</li> <li>• CPD for staff , including Online learning modules if required</li> <li>• An adapted and scaffolded curriculum with alternatives offered.</li> <li>• The use of Pre-Key Stage levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A system of individual access plans for disabled pupils when required</li> <li>• Information sharing with all agencies involved with child</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>	Ongoing	Teachers SENCO Special school Ed Psych	Advice taken and strategies evident in classroom practice.  ASD children supported and accessing curriculum.
MEDIUM TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• ICT software used where needed and installed correctly</li> <li>• Elklan training for relevant staff</li> </ul>	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

		<ul style="list-style-type: none"> <li>Giving alternatives to enable disabled pupils to participate successfully in lessons</li> </ul> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>			
	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all visits and take part in a range of activities
	<b>Targets</b>	<b>• Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

### Improving Access to the Physical Environment of the School

Baldon Church of England Primary School and Nursery has developed a reputation as an exceptional environment within which children learn and grow. It has never shied away from the challenges presented by the needs of children with disabilities and/or learning/behavioural difficulties. The School's facilities and staff provide a happy, safe, welcoming and stimulating place for these children to flourish.

The School has a wide range of equipment and resources in day to day use, and constantly reviews provision and effectiveness.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, being aware of possible sensory needs of children within school, clear signage and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.



	Ensure visually stimulating environment for all children	Neutral displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of pupil progress / support plans Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff Inclusion Leader	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To liaise with parents and external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SBM Medical Professionals Inclusion Leader	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for disabled to drop off &amp; collect children</li> <li>• offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
	Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI service at the local authority on information with regard to the visual impaired and hearing impaired pupils	On-going and as required	ICT specialist VI/HI specialist	Hardware and software available to meet the needs of children as appropriate

	Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
	All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access (School House excepted) Egress routes visual check	On-going and as required	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress
<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To improve community links	School to continue to have strong links with schools in the local area and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Bradford and the world and their needs Improved community cohesion
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages/letters/walk to school week. information on website etc	Ongoing	PSHE Co-ordinator SLT	No accidents

### Improving the Delivery of Written Information to Disabled Pupils

When and wherever possible, Baildon Church School makes no distinction between children when providing them with written information. This includes hand-outs, textbooks and leaflets about school events. When it is necessary to account for specific requirements, the information will take into account a child's specific requirements and the parents' preferred formats. Furthermore, this will be done in the shortest possible time frame.

When and wherever necessary, the School will identify agencies and sources of materials that will allow it to make these provisions, and the School's ICT infrastructure will be used facilitate this.

SHORT TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To ensure all children with ASD/ sensory needs have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for children with ASD/ Sensory processing needs. CPD opportunities.	Ongoing	All staff to be aware	ASD / Sensory processing children able to access curriculum.
	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office All staff	Excellent communication
	Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction  On-going	KS1/office  School Office  Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
MEDIUM TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> <li>Records passed up to each class teacher.</li> <li>End of year class teacher meetings</li> <li>Annual reviews / SEND meetings</li> <li>Support plans for SEND</li> <li>Medical forms updated annually for all children</li> <li>Personal health care plans</li> <li>Significant health problems – children's information in year group medical files for staff</li> </ul>	Annually	Class teachers Inclusion Leader Outside agencies Office staff Parents	All staff are fully aware of individual needs and all care plans/IEPPs are passed on.
LONG TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed on SIMs and CPOMs.	Continual review and improvement.	SLT Office staff	Effective communication of information about disabilities throughout school.

