



# Accessibility Plan

<b>Date</b>	January 2024
<b>Prepared by</b>	Headteacher
<b>Approved by</b>	LGB Consultation with Pro Aktive and Doncaster SEN Team
<b>Review Date</b>	September 2024
<b>Version</b>	Version 4 September 2022 Version 5 January 2024
<b>Changes</b>	V5 - Amendment to environments to accommodate levels of need



Part of  
The Rose Learning Trust

## Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations for schools, towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
  - They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
  - This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
  - Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
  - Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

## **The Responsible Body**

The responsible body must prepare an accessibility plan; and any further such plans at such times as may be prescribed.

A written accessibility plan is a plan for, over a prescribed period to

1. Increase the extent to which disabled children / young people can participate in the school's curriculum; Improve the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
2. Improve the delivery to disabled children / young people within a reasonable time, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
3. During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
4. It is the duty of the responsible body to implement its accessibility plan.

Accessibility plans are reviewed every three years as a minimum using other relevant legislation

## **The School's Context**

We are part of the Rose Learning Trust and are a school for children who age from 3 years to 11 years. The school comprises of one building covering a large site, which is one storey in construction.

## **The School's Aims**

Balby Central Primary aims to work in partnership with its children to enable them to:

- Be motivated and confident individuals, who are excited by learning and achieve well
- Take pride in their achievements and aspire to be the best they can be, wherever their starting place is
- Respect and celebrate different opinions, attitudes and cultures
- Face challenges with confidence in their own abilities and persevere in overcoming them
- Recognise that they need to work hard in order to achieve highly
- Form positive relationships and make responsible life choices
- Compromise and show both compassion and understanding of the difficulties faced by others
- Be positive, active and considerate members of society
- Be responsible for their actions and aware of how others can be affected by what they do

## **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEND Governor
- Headteacher
- SENCO
- Assistant Head teacher for Business and Finance

## **Process**

Our accessibility plan has been developed as follows:

1. Access audit and review of current activities completed
2. Actions to eliminate barriers identified (with short-term, medium term and long-term targets).
3. Goals and targets set which can be measured & include time frames
4. The Plan's contents checked
5. Publication of the plan
6. Implemented the plan and allocated adequate resources.
7. Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

**In addition to this we will;**

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

**Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Admissions Policy
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Policy
- Developing Excellence Plan

**The School's Complaints Procedure covers the Accessibility Plan.**

If someone wishes to raise a complaint regarding the Accessibility Plan, they would first contact the SENCO. If the issue could not be resolved then the headteacher would become involved.

**AUDITS & ACTION PLANS Access Audit Date: 12.09.22**

**Lead member of staff: Emma Cooke**

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practice and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.				Updated trained as required. Identify relevant staff / classroom teachers who may need further training using resources e.g., The Key, National College
All school staff and the governors have had access to training on disability equality and inclusion.				SENCO governor aware of disability, equality and inclusion training to access
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.				Advice gathered from regular contact with Physiotherapists and Occupational Therapists - continue to take advice, meet with individual children and ensure equipment meets with individual needs
Positive images of people with different abilities are apparent in the classrooms and the school generally.				Jigsaw SMSC scheme implemented. Work displayed across school represents all children  Continue to ensure children are exposed to a range of abilities through Jigsaw and images in school. Picture News assembly and class assemblies expose children to learning about differences in people and why we are all unique.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e., All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.				All children are involved in all aspects of the curriculum. When external companies are used, checks are made to ensure that all children can access the curriculum and whether any provisions can be made.

<p>Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class.</p> <p>There is extensive peer support and collaborative learning in support of those with a learning disability.</p>				<p>Staff training using research-based methods e.g. Kagan structures / Learning Scientist to develop peer and collaborative learning.</p>
<p>When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.</p>				<p>Inclusion team 1:1 support Small group support and intervention Social and emotional interventions Therapeutic intervention for high needs children</p>
<p>Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum</p>				<p>Staff receive training to develop understanding of different learning groups and implement ideas. Continue training to keep in line with new legislation and ideas. Follow recommendations from ASCETS team in child's SEND plan relating to ASD.</p>
<p>When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g., vocalising braille, touch screen, assistive technology.</p>				<p>School has a range of equipment Including iPads, chrome book, laptops, tablets</p> <p>Keep up to date with new ideas, programs and resources.</p> <p>Examples of programs in place:</p> <p>Lucid Rapid Screening is used to identify dyslexic tendencies with suggested activities e.g., memory recall</p>
<p>Provision of laptops is considered to aid recording and / or communication.</p>				<p>iPads, laptops and tablets available to children.</p> <p>APPs purchased for speech to writing.</p>
<p>School visits are subject to a regular review to ensure increased levels of access or alternative experience.</p>				<p>All children are invited to take part on school visits. Places of visit are chosen taking account of all children's needs. This is also reviewed at each residential booking and meeting for Year 3,4,5 and 6</p>

The school links with other schools to share good practice.				Staff liaise with other schools from the Trust and attend regular network groups - e.g. SENDCO. This allows staff to share good practice and keep up-to-date with current legislation.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.				Amendments made to CUSP curriculum units to allow all children to take part.  Jigsaw celebrates a range of abilities, backgrounds and needs.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.				Staff use access arrangements to support children through assessments. Each year different children are reviewed and discussed to ensure equitable access in testing situations and the children are well prepared prior to formal testing
The school signpost children, young people and families to further support e.g. Early Help Hub, ASCETs, SEDSEND, PAFS, Stronger Families.				Work closely with families and support them through involving other agencies when necessary and signposting families in the direction of agencies which may be of support to them.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.				There are governors in place for SEND and pupil premium. Governors meet school staff to discuss specific areas. Staff present to governors to ensure they are aware of changes and updates on a regular basis

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.				All doors are ramped. Double doors are available for wheelchair users if the chair is wider than single doors. Classrooms are adapted to meet specific needs of pupils. Ability to provide bespoke adaptations.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				School budget year on year allows for resources or changes needed to support those with a disability.
There is a plan which shows priorities for major and minor works, costed and included in the Developing Excellence Plan				There is always considered when writing the Developing Excellence Plan
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				Equipment is checked regularly to ensure it meets health and safety standards. Any equipment requirements are discussed with lead professionals, parents and class teachers
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.				Children who require assistance to leave the building in an emergency have a PEEP (Personal Emergency Evacuation Plan) Fire Alarms and checked weekly and fire drill at least termly to review any actions and evacuation from the building – points added to Team Briefing Health and Safety review weekly if any updates required
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants				Children who require assistance to leave the building in an emergency have a Personal Emergency Evacuation Plan in place, with adult support identified where required
With regards to ' <i>Supporting pupils at school with medical conditions (2014)</i> ', there a policy in place for the effective and safe administration of medication.				Staff in the office and First Aider trained regularly to administer medicine using new guidance. Medical Tracker is used
Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.				Accessible toilet to be used where required for any specific personal hygiene reasons or medical issues

Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.				There is a disabled parking space in the carpark.  Pathways are safe and clear.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				All recruitment is subject to equal opportunities
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classrooms				Advice from specialists is taken into account when arranging furniture/classrooms. Displays aim to be dyslexia friendly.  School to take appropriate steps to support HI children if someone joins school. Bespoke adaptations are made depending on need
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.				Displays aim to be dyslexia friendly using neutral colours. Classrooms have essential information and aim to not be cluttered as to not confuse children.  Key vocabulary is displayed and reinforced in classrooms. School to take appropriate steps if VI children join school or school adapted as necessary to accommodate needs.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
<p>Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.</p>				<p>School adapts printed information in a range of fonts and sizes to meet the needs of children.</p> <p>If VI children joined school - school to investigate means of providing braille information for children.</p> <p>Visual timetables in place for pupils who require this. Sign language cards / Makaton are used for children with younger pupils with SLCN.</p>
<p>Information is presented to groups in a way which is used friendly for people with disabilities e.g., reading aloud, overhead projections and describing diagrams</p>				<p>Staff use a range of ways to present information to children to support them in their understanding</p>
<p>ICT facilities are used to produce written information in different formats as appropriate.</p>				<p>ICT facilities are used to support children in their understanding of written information when needed. External ICT technicians on site for advice and support (ACS team)</p>
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p>				<p>Staff use ICT where appropriate to support people with disabilities. Investigate new programs and appropriate training provided for staff e.g., speech APPs to assist with writing.</p>
<p>External agencies have raised staff awareness i.e., VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors</p>				<p>Advice from external agencies is listened to and implemented to support children and relate to targets in their SEN plans. Provide more training for staff in school.</p>
<p>There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.</p>				<p>Complaints would be raised with the SENCO. If the problem cannot be dealt with by the SENCO then the next step would be to communicate with the Deputy Head Teacher and Head teacher</p>

## Access Planning

Lead member of staff: Emma Cooke

Date: September 2022

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Increase the extent of new ICT to support children / young people who are disabled.
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Balby Central Primary Academy will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Time-frame	Cost	Outcome/Review Evaluation
Short Term	<i>Governance training</i>	<i>Provide disability equality and inclusion training for governing body</i>	<i>Governors SENCO</i>	<i>By end of Autumn term 1</i>		<i>Refresher training to be provided due to change in some governors. Access through National College for ongoing training</i>
	<i>Add more images of children with disabilities to school</i>	<i>Purchase and display a range of images portraying a positive image of children with disabilities</i>	<i>SENCO</i>	<i>By end of Autumn term 1.</i>	<i>Cost of Resources</i>	
Medium Term	<i>Increase range of technology in school aimed at supporting children with disabilities</i>	<i>Investigate and purchase appropriate resources to support children with SEND in school</i>	<i>SENCO</i>	<i>Spring term 2023</i>	<i>Cost of resources</i>	
Long Term	<i>Research completed to ensure school would be prepared to support children with VI and HI if they attend</i>	<i>Research into resources which may support VI and HI children</i>	<i>SENCO</i>	<i>End of academic year 2023`</i>		

Access Plan for Period 2022-2024 Additional Views and checks in line with the school's access plan.  
When a new plan is formulated (every 3 years), the following check will be completed prior to publication

<b>Lead member of staff Emma Cooke</b>		
<b>Date 12.09.22 Period of Plan September 2022—September 2024</b>		
<b>What the plan covers</b>	<b>Yes/No</b>	<b>Comments</b>
Access to the curriculum	Yes	
Access to the physical environment	Yes	
Auxiliary aids and services	Yes	
Teaching and learning practices	Yes	
Staff training	Yes	
Culture and ethos	Yes	
Provision of written information	Yes	
Target setting		
Short Term	Yes	
Medium Term	Yes	
Long Term	Yes	
Clear strategies to ensure targets are fulfilled	Yes	
Clear outcomes linked to the targets	Yes	
A realistic time frame	Yes	
Indications as the resourcing of the plan	Yes	

Revisions following consultation with ProActive and Doncaster SEN Team regarding levels of need

<b>Date</b>	<b>Reference</b>	<b>Item</b>	<b>Activity</b>
December 2023	Change of use of facilities to support high needs children	Adapted space to meet with levels of need	Develop use of internal space to enable provision to meet need
December 2023	Enhanced outdoor area to support high needs children	Adapted space to meet with levels of need	Re-develop outdoor space to meet need with equipment, layout and access