



Accessibility Plan

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Prepared by	SENCO and Safeguarding Lead
Approved by	Governing Body
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Version	Version 3
Changes	Version 2 Adapted with changes to school layout Version 3 Action plan updated and dates



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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 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.

At Balby Central Primary Academy, we aim to provide children with the resources, environments and the strong relationships needed to be the best they can be. We believe all children should be ready, respectful and safe towards others and their environment and have an understanding of their part in the wider community, embracing all cultures and backgrounds. We are a fully inclusive school celebrating the individuality of children where children are encouraged to be independent learners thriving irrespective of the individuals learning need and style.

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.

We are a part of the Rose Learning Trust whose vision is 'Transforming Futures Collaboratively' working together to improve outcomes, life chances and equity for all children.

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.

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.

3. 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
Increase access to the curriculum for pupils with a disability	• Our school offers an adaptive curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Targets are reviewed each term by the SENCo, Class teacher, parent / carer and child • The curriculum is reviewed to make sure it meets the needs of all pupils	<u>Short Term</u> For all learners to be able to access the curriculum with increasing independence. <u>Medium Term</u> To develop children's understanding of disabilities and learning needs. <u>Long Term</u> To promote self-resilience and respect for all pupils not seeing additional needs as a barrier to learning. Continue to review and update the curriculum offer where applicable to ensure the needs of all learners are met.	Monitor teaching and learning to ensure all children continue to have equal access to the curriculum. Provide training to new staff when applicable to support learners to increase their independence. Pupil voice data to be collected through: questionnaires, interviews, pupil ambassadors. Curriculum review	Deputy Headteacher and SENCo	September 2027	All children have access to a curriculum that inspires them to be the best they can be A newly developed in school resource center and sensory space supports children in accessing the curriculum throughout school

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height.	<u>Long Term</u> To gather the views of children with a disability <u>Medium and Short Term:</u> To continue to maintain the school environment to ensure it meets the needs of disabled learners.	Continue to monitor the learning environment.	Headteacher, SENCo, Site Manager, Health and Safety	September 2027	School is accessible for all learners
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Other resources as required	Refresher training for staff as and when required based on the needs of individual learners	Training and liaising with external agencies when applicable	SENCo VI/HI Team	September 2027	All staff feel confident in using a range of communication methods. Curriculum is accessible for all learners.

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENCo.

It will be approved by the governing body.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour policy