

Baddow Hall Infant School

Accessibility plan

2024-2027



Ratified by Governing Body: May 2024

Review Date: May 2027

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

Our school will treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Baddow Hall Infant School is committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Baddow Hall Infant School will challenge negative attitudes about disability and accessibility and foster a culture of awareness, tolerance and inclusion.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a curriculum adapted to meet the needs of all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Establish close working partnerships for children with medical needs and/or physical needs.</p> <p>Ensure full access to the curriculum for all children.</p> <p>Provide support to enable those with disabilities/additional needs to participate in clubs and trips.</p>	<p>School to develop strong links with parents and external professionals. Staff trained in medical conditions where required.</p> <p>Make effective links with local autism hub for CPD needs (all staff) and advice. Teachers, with support from SENCO to provide an adapted curriculum to meet individual needs.</p> <p>Club providers are aware of needs of all children. Provision for 1:1 support considered where appropriate. School trips to be inclusive of all children.</p>	<p>SENCO</p> <p>SENCO</p> <p>HT/Admin Officer</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Children's medical needs are supported effectively in school through detailed care plans.</p> <p>Children, including those with SEND/additional needs are making good progress from their starting point.</p> <p>Children, staff or community members are able to attend all offered activities & trips whether able bodied or disabled.</p>

			Ensure financial hardship is not a barrier to children attending.			
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils, staff and visitors as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Changing bed</i> • <i>Access ramps</i> • <i>Specialist equipment</i> 	<p>Ensure that classrooms are optimally organised for disabled children/adults within current restraints.</p> <p>Ensure there are adequate facilities for disabled children/adults</p>	<p>Plan classrooms in accordance with children's needs. Organise resources to reflect children's needs. Ensure all areas of the school are accessible</p> <p>Any planned refurbishments to meet requirements and regulations for disabled children and adults.</p>	HT/Site Mgr/ CTs	Updated for each site inspection.	Those with disabilities can safely access all areas of the school.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Hearing loops</i> • <i>Pictorial or symbolic representations</i> 	Ensure that all children and parents are able to access information from the school in an appropriate and accessible format/ language.	<p>Feedback on work is to be given in verbal or written feedback according to the age and ability of the child.</p> <p>Communication to parents with English as an additional language in home language where required.</p> <p>Resources, including human resources, are to be deployed effectively to gain maximum benefit for the children.</p> <p>Appropriate targets are to be set with each child</p>	<p>CTs</p> <p>Admin</p> <p>HT</p> <p>SENCO</p>	<p>Daily</p> <p>As and when required</p> <p>Termly</p> <p>Reviews</p>	All children and parents are able to access information from the school in an appropriate and accessible format.

			in one planning. Provide access to and seek advice from outside agencies.	SENCO	As and when required	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equality information and objectives
- Child protection policy
- Equality and Diversity in Employment policy
- Intimate Care policy