

# Accessibility plan 2022-2025

## South Baddesley CE Primary School



**Approved by:** SBS Governing Body

**Date:** March 2022

**Next review  
due by:** March 2025

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

Our school vision is to 'Strive and believe to Shine.'

Our Christian values, founded in 'kindness' are at the heart of school life, policies and ethos. We include everyone in our school, teaching children that we are 'all different but equal.'

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. This includes partnerships with Hampshire Local Authority, local schools and wider agencies.

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.

We have included a range of stakeholders in the development of this accessibility plan:

- ✓ Pupils
- ✓ Staff
- ✓ Governors
- ✓ Parents

## 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 <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To continue to use technology in order to increase access to the curriculum for children with a range of SEND needs.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>We have increased access to technology through an increased number of devices</p>	<p>Improve the access and use of technology to support children with fine motor difficulties.</p> <p>Use technology as an alternative method for recording and accessing curriculum content.</p> <p>Continue to use technology to support spelling and editing</p>	<p>Purchase additional chromebooks for specific children.</p> <p>Purchase additional apps/software where necessary.</p> <p>DHT and Computing lead to attend BETT to research further use of technology.</p> <p>Provide additional staff training.</p> <p>Continue to use Google Classroom to increase</p>	<p>Leadership team</p> <p>Inclusions Team</p> <p>Class teachers</p>	<p>Phase one - July 2023</p> <p>On-going</p>	<p>Children with a range of SEND needs will have increased access to the curriculum.</p> <p>Children will make good progress and meet expected levels of learning.</p> <p>Parents will be engaged in their child's learning.</p>

	<p>and the use of apps such as Google Classroom.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>through the use of online dictionaries.</p> <p>Consider using an electronic app to support handwriting development in EYFS and KS1.</p>	<p>communication with parents.</p> <p>Improve school website so that it is more user-friendly.</p>			
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>● <i>Disabled parking bays</i></li> <li>● <i>Disabled toilets and changing facilities</i></li> <li>● <i>Uneven surfaces marked</i></li> <li>● <i>Site inspections led by pupils</i></li> </ul>	<p>To ensure that the physical environment meets the physical needs of all pupils, providing both support and challenge.</p>	<p>Increase small hubs to provide additional quiet spaces for children with SEND needs.</p>	<p>Leadership team</p>	<p>September 2022</p>	<p>Increased physical space will enable further interventions to be in place.</p>
<p>To increase access to and training for SEND</p>	<p>The school already works with a range of wider agencies, such as the Hampshire</p>	<p>To increase range, access and timeliness of SEND assessments</p>	<p>Initiate collaboration with LA and other local schools to seek local</p>	<p>Leadership team</p>	<p>On-going</p>	<p>Improved access to a wider range of agencies provisioning assessments and</p>

<p>assessments and action plans.</p>	<p>Communications and Interaction team.</p> <p>The school works in partnership with parents to seek private and NHS/LA assessments where necessary.</p> <p>The school has increased training for support staff in Speech and Language (SALT) and emotional development support (THRIVE course).</p> <p>In addition the school employs and ELSA and FIEPS lead.</p> <p>The school has worked with HIAS English team to increase interventions and classroom strategies to support children with dyslexic tendencies.</p> <p>The school has implemented actions on individual Dyslexia Assessments.</p>	<p>which involve external agencies.</p>	<p>solutions to current challenges.</p> <p>Seek grants and additional funding to address challenges.</p> <p>Contribute to and share good practice.</p>			<p>intervention plans for pupils with complex needs.</p>
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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 SBS Governing Body.

## 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Ensure that the upstairs classroom is accessible to year 5 pupil with visual impairment.	HT and H&S Lead	July 2019 <b>Achieved</b>

Number of storeys	2	Continue to monitor access to second level as needs of children evolve.	HT and H&S Lead	On-going
Corridor access	Corridors can become cluttered due to lack of storage space.	Investigate installing additional storage – pegs and lockers.	HT H&S Governor	July 2019 Achieved
Corridor access	Increased storage has helped reduce clutter in corridors but these spaces need to be well managed by staff and pupils.	Support staff to maintain high standards of organisation in corridor spaces outside their classrooms.	Leadership team	On-going
Parking bays	1x disabled bay  The carpark is becoming increasingly crowded and muddy.	Investigate additional parking through creation of new parking bays and turning circle.	HT Resources Committee	July 2020  The car park has been recently repaired by HCC; the number of parking bays and ongoing maintenance continues to be challenging. This is an ongoing matter raised with Hampshire



				Property Services. Target to improve parking is ongoing.
Entrances	The entrance to the school is off a lane and can become crowded. The office space is fairly cluttered.	Investigate additional office storage and furniture.	HT Resources Committee	July 2019
Ramps	N/A			
Toilets	There is adequate adult toilet provision. The toilet provision for the pupils is poor.	Continue to work with HCC to improve the pupil's toilets.	HT Resources committee	July 2020 Ongoing, recent HCC survey considers toilets to be in good condition. Continue to seek grants to improve condition and quality of toilets.

Internal signage	Signage is clear, however is not inclusive of a range of needs.	Work alongside the Inclusions Team to produce pictorial images alongside signs in the environment.	Inclusions Team	July 2019 Ongoing
Emergency escape routes	All clear and easily accessible.	Continue to monitor through Fire Drill practices.	HT H&S lead	July 2019 Achieved/ action to be maintained.