

North Baddesley Infant School, Nursery and Preschool

Accessibility Plan

This policy was agreed and formally adopted in May 2022.

This policy will be reviewed every three years.

Last review: September 2026



Our Accessibility Plan relates to other school policies and should be read in conjunction with these. Any reference to 'parent(s)' throughout the plan refers to parents, carers or anyone else with primary care responsibility for a child.

Key Objectives

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.

Definition of Disability

Disability is defined by the Equality Act 2010:

You're disabled under the Equality Act 2010 if "you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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.

Aims

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.

- We believe that all pupils and members of staff should have high aspirations whatever their background, identity and circumstances.
- We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation.
- We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.
- We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents.

Principles

Compliance with the Equality Act is consistent with our setting's aims and all policies that support as well as the SEN information report. We recognise our duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

North Baddesley Infant school, Nursery and Preschool:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities
- respects the parents' and child's right to confidentiality

We provide all pupils with a broad and balanced curriculum that is adapted, personalised and age appropriate.

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.

We have included a range of stakeholders in the development of this Accessibility Plan, including pupils, parents, staff, site manager and governors of the school.

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](#).

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.

Action Plan

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

North Baddesley Infant School, Nursery and Preschool is a three form school which consists primarily of one storey, except for the library, which is upstairs.

The following arrangements have been made to date to meet the needs of disabled pupils, staff and visitors to our school.

- Fire escapes and procedures are clearly indicated.
- All public access rooms are clearly accessible.
- Two toilet areas adapted for designated disabled use.
- Blinds in KS1 classrooms to reduce glare.
- One Year R classroom and one Year 2 classroom have acoustic baffles fitted. All Year 1 classrooms also have baffles installed to improve acoustics.
- One class in each year group with wheelchair access to outside.
- Our school uses a range of communication methods with pupils and parents to make sure information is accessible, including Internal signage, Pictorial or symbolic representations.
- The environment is adapted to the needs of pupils and parents/carers as required. This includes: Seating, Ramps, Disabled parking bays, Disabled toilets and changing facilities.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- The curriculum is regularly reviewed to make sure it meets the needs of all pupils and progress is closely tracked.
- Targets are set effectively and are appropriate for pupils with additional needs.

1. Gathering Information

Aim	Actions to be taken	Responsibility	Review / Completion	Success criteria
Improve the delivery of information to pupils, staff, parents and visitors with disabilities.	- Continue to develop an accessible website. - Provide translated or large print versions of publications or policies when requested. - Ensure medical needs are up to date and shared with relevant stakeholders. - Ensure the school Admissions forms gain information with regard to disability, medical or other access needs - Liaise with preschools and parents to ensure all needs are identified before pupils begin school. - Seek the views of those with disabilities.	Office staff/ SENCO/ medical lead/Class teachers	Ongoing and reviewed termly	Ease of access to all information for all stake holders.

2. Maintaining the high extent to which disabled children have access to the school curriculum

Aim	Actions to be taken	Responsibility	Completion	Success criteria
Increase access to the curriculum for pupils with a disability and/or a sensory impairment.	- Regularly review the curriculum, teaching resources and learning activities to ensure they are accessible and inclusive for pupils with disabilities and/or sensory impairments. - Adapt materials, teaching approaches and assessment methods where necessary, and seek feedback from pupils, parents/carers and relevant professionals to identify and remove barriers to learning. - Regular staff training to ensure staff have the knowledge to support identified needs. - Review websites of charities that support people with disabilities and neurodivergence and seek information to share. - Ensure books in school reflect the diverse range of SEND.	HT/ SENCo/class teachers	Ongoing and reviewed termly	Access to curriculum allows pupils to make progress in all areas and barriers are removed promptly.

3. Improving the physical environment to increase disabled children and adult accessibility

Aim	Actions to be taken	Responsibility	Completion	Success criteria
Enhance physical access to the school environment for pupils and other users with disabilities.	- Seek information on the needs of users and pupils prior to them attending school. - Paint a line around the ramp outside the nursery to ensure change of height is visible for visually impaired visitors. - Seek advice from STAS PD/Physio team where appropriate	HT and Health and Safety Governor/ Site Manager	Annually	The school demonstrates continuous improvement in the accessibility of its premises, ensuring that individuals with disabilities can access and participate in

	• Ensure pathways around the school are clear. • Signage by accessible parking space with the office number on.			school life to the greatest extent possible.
--	--	--	--	--

Monitoring, Evaluation and Review

The school will review this plan on a three yearly basis and assess its implementation and effectiveness regularly but it may be reviewed and updated more frequently if necessary.

The policy will be promoted and implemented throughout the school, nursery and preschool.

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
- Supporting pupils with medical conditions policy