



*'Whatever you do, work at it with all your heart.'* – Colossians 3.23

## **Baden-Powell & St. Peter's CE Junior School**



### *ACCESSIBILITY PLAN 2024 - 2027*

Additional School Procedure	
Committee:	Full Governing Body Committee
Procedure Adopted:	
Review Date:	

This document meets the requirements of schedule 10 of the Equality Act 2012 and the Department for Education guidance for schools on the Equality Act 2010.

**Aim of this plan:**

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible information to disabled pupils and their parents.

Our objectives are detailed in the Action Plan below:

**Current good practice:****Physical Environment**

The school has made significant efforts to adapt to the physical environment to meet the needs of children with disabilities. The Inclusion Lead works closely with specialist support services to ensure all reasonable adjustments are made to meet the needs of pupils and staff with disabilities. Key adaptations include dedicated disabled parking and toilet facilities. Disabled pupils are able to participate in the full range of school activities, though the school recognises that certain activities may present particular challenges that need to be addressed. The school also provides a range of communication formats to enable all disabled pupils to express their views and access information. Overall, there are very few parts of the school to which disabled pupils have limited or no access.

**Curriculum**

The school has a strong track record of supporting pupils with disabilities to participate in the curriculum. They proactively gather information about any disabilities or health conditions when communicating with new parents and carers, and work closely with them to identify and meet the specific needs of the child.

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges; for example: PE for pupils with a physical impairment; science and technology for pupils with a visual impairment.

**Information**

The school currently provides a range of different communication formats to ensure information is accessible to disabled pupils, parents, and staff. This includes the use of internal signage, large print resources, pictorial or symbolic representations, 'Singalong' and Widget. Disabled pupils are able to express their views and hear the views of others through these different communication methods. Access to information is planned, and the school aims to continuously improve the availability of accessible information.

**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 school's local governing body.

**Links with other policies**

- This accessibility plan is linked to the following policies and documents:
- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs (SEN) Information Report
- First Aid and Medical Conditions Policy

## ACTION PLAN

### **Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with feeder schools to review intake Sept 25/26	<ul style="list-style-type: none"> <li>- Establish communication with partner infant schools towards latter stage of Spring Term 2025.</li> <li>- Gather information on any children with disabilities or additional needs joining in September 2025</li> <li>- Inclusion Lead/Year Leader meet with parents/carers of these children to understand their needs and how the school can support them.</li> </ul>	Within 2 terms	Year Leader SEND team	<ul style="list-style-type: none"> <li>- Comprehensive information gathered on all children with disabilities or additional needs joining in September 2025</li> <li>- Detailed plans in place to ensure these children can fully participate in the curriculum from their first day</li> </ul>
To review all statutory policies to ensure that they reflect inclusive practice and procedure	<ul style="list-style-type: none"> <li>- To comply with the Equality Act 2010</li> <li>- Review all school policies, including the Accessibility Plan, to ensure they promote and enable inclusive practice</li> <li>- Update policies as necessary to remove any barriers to participation for disabled pupils</li> </ul>	Ongoing each year	HT Governing Body	<ul style="list-style-type: none"> <li>-All school policies updated to reflect best practice in supporting disabled pupils</li> <li>-Policies communicated to all staff and embedded in school procedures</li> </ul>
To establish close liaison with parents and carers	<ul style="list-style-type: none"> <li>- To ensure collaboration and sharing between school and families through termly Personalised Learning Plan meetings</li> </ul>	Ongoing throughout 2024-2026	SEND team  All Teachers	<ul style="list-style-type: none"> <li>-Clear collaborative working approach.</li> <li>-Staff confident in implementing these plans to enable full participation in the curriculum</li> <li>-100% engagement with all parents/carers</li> </ul>

<p>To establish close liaison with outside agencies for pupils with ongoing health needs; e.g. children with severe asthma, epilepsy or mobility issues.</p>	<ul style="list-style-type: none"> <li>- To ensure collaboration between all key personnel.</li> <li>- Identify all pupils with ongoing health needs (e.g. severe asthma, epilepsy, mobility issues) - Arrange meetings with relevant outside agencies (e.g. school nurse, physiotherapist)</li> </ul>	<p>Ongoing throughout 2024-26</p>	<p>SEND team TAs Outside agencies including school nurse</p>	<p>-Clear collaborative working approach -Comprehensive support plans in place for all pupils with ongoing health needs</p>
<p>To ensure full access to the curriculum for all children.</p> <p>Increase confidence of all staff in differentiating the curriculum, including teachers and teaching assistants.</p>	<ul style="list-style-type: none"> <li>- Outside visits; Employment of specialist advisory teachers; CPD for staff and:</li> <li>- A differentiated curriculum with alternatives offered.</li> <li>- The use of P levels / 'B' squared development to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>- A range of support staff including trained teaching assistants</li> <li>- Wide range of software/apps to support most curriculum areas such as Widget, Clickr, etc.</li> <li>- Use of interactive ICT equipment such as ipads.</li> </ul>	<p>Ongoing</p>	<p>Teachers SENCO Special school Ed Psych</p>	<p>-Advice taken and strategies evident in classroom practice  -Children supported and accessing the curriculum.</p>
<p>To review attainment and progress of all SEND pupils.</p>	<ul style="list-style-type: none"> <li>- Inclusion Lead/Class teacher meetings/Pupil progress meetings</li> <li>- Scrutiny of assessment system and interventions regular liaison with parents</li> </ul>	<p>Termly</p>	<p>Class teachers Inclusion Lead</p>	<p>-Progress made towards Personalised Learning Support targets</p>
<p>To ensure pupils with EHCPs and additional needs are specifically noted/included on lesson planning.</p>	<ul style="list-style-type: none"> <li>- Regular monitoring of children on the SEND register</li> <li>- Dissemination of learning re: SEN to any new staff</li> </ul>	<p>Termly</p>	<p>Inclusion Lead Staff already trained Head teacher Assessment Lead</p>	<p>-Book looks/planning/feedback folders show children specifically mentioned and</p>

				able to access the curriculum at their level
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching.</p> <p>To ensure resources meet the needs of specific children.</p>	<p>-Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>- Wheelchair access</li> <li>- Signalong training for pupils and staff where relevant</li> <li>- Giving alternatives to enable disabled children to participate successfully.</li> <li>- To continue to renew and purchase appropriate aids as required by pupils attending our setting using SEND budget.</li> <li>- Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</li> </ul>	Ongoing	Whole school approach	<p>-Variety of learning styles and multi- sensory activities evident in planning and in the classrooms.</p> <p>-Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
To ensure the PE curriculum is accessible to all	<ul style="list-style-type: none"> <li>- A review of the PE curriculum to ensure it inclusivity from an accessibility perspective.</li> </ul>	Within 2 terms	PE Leader HT	-PE curriculum caters for SEND ways in so that children can achieve successful outcomes.
To deliver findings to the Governing Body	<ul style="list-style-type: none"> <li>- Share with Governor with responsibility for H&amp;S and SEND prior to disseminating to governing body.</li> </ul>	Within 1 term	HT Governor with responsibility for SEND Governor with responsibility for H&S	-Governors fully informed about SEN provision and progress

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Targets</b>	<b>Strategies</b>	<b>Time Scale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To maintain and improve access to the physical environment such as resting places	<ul style="list-style-type: none"> <li>- Monitor that benches are available in all areas of the outside space and that they are in good repair</li> <li>- Meet with vision support for advice about adaptations as needed</li> <li>- Implement advice about painting/markings in key areas such as door frames and steps</li> </ul>	Ongoing	Site Manager Ops Manager Inclusion Lead	-All inspections by external agencies show that they are satisfied that the environment is safely accessible to all people regardless of disability
To ensure that people standing or sitting in a wheelchair see each other and can be seen from either side of the door.	<ul style="list-style-type: none"> <li>- 24 doors currently do not comply to this)</li> <li>- Change 5 number of doors per year</li> <li>- Identify areas where visibility may be obstructed for wheelchair users</li> <li>- Implement solutions, such as adjusting furniture or installing mirrors, to improve visibility</li> </ul>	Over five years	Site Manager Ops Manager H&S Governor	-Wheelchair users can be seen from either side of the door.
Ensure that evacuation procedures are prominent in every room	<ul style="list-style-type: none"> <li>- Review and update evacuation plans (PEPs) to include clear instructions for supporting disabled pupils</li> <li>- Install prominent signage in each room outlining evacuation procedures and support available for disabled pupils</li> </ul>	Within 1 term	Headteacher Inclusion Lead Site Manager Governor for H&S	<ul style="list-style-type: none"> <li>- Evacuation plans are displayed in every classroom and communicated to all staff and pupils</li> <li>- Feedback from disabled pupils and their families indicates they feel confident in the school's evacuation procedures</li> </ul>

Ensure that disabled parking is clearly marked	<ul style="list-style-type: none"> <li>-Repaint disabled parking bays, where required, and install clear signage</li> <li>- Communicate the location of disabled parking to all families</li> </ul>	Within 1 year	Site Manager	<ul style="list-style-type: none"> <li>- Disabled parking bays are clearly visible and accessible</li> <li>- Feedback from disabled families indicates they can easily identify and access the disabled parking</li> </ul>
To ensure that signage around the school is designed / positioned to inform those with visual impairments/wheelchair users	<ul style="list-style-type: none"> <li>-Move or create new signage</li> <li>-Signage be adapted in line with need.</li> <li>- Review the design and placement of signage throughout the school including car park.</li> <li>- Make any necessary modifications to improve visibility and accessibility for visually impaired and wheelchair-using pupils</li> </ul>	Over 1 year	Site Manager Ops Manager	Rooms around the school are clearly signposted for all users
Ensure wheelchair users can access the front entrance easily	<ul style="list-style-type: none"> <li>- Assess the accessibility of the front entrance area for wheelchair users</li> <li>- Make any necessary modifications, such as creating a dedicated wheelchair-accessible space</li> <li>-Power operated front doors</li> </ul>	Within 3 years	Site Manager Ops Manager Headteacher	<ul style="list-style-type: none"> <li>- Wheelchair users can independently access and use the Reception/front entrance area</li> <li>- Feedback from disabled pupils and families indicates the Reception area is fully accessible</li> </ul>
Make school brochures, newsletters, and other information available in alternative formats	<ul style="list-style-type: none"> <li>- Review all school communications and identify which can be made available in alternative formats (e.g., large print, braille, audio)</li> <li>- Implement a system to provide alternative formats upon request</li> </ul>	Within 1 year		<ul style="list-style-type: none"> <li>- A range of school communications are available in alternative formats</li> <li>- Feedback from disabled pupils and families indicates they can easily access school information</li> </ul>

Fire alarms to be visual as well as auditory.	<ul style="list-style-type: none"> <li>- Install visual fire alarms in addition to the existing auditory alarms</li> <li>- Communicate the new fire alarm system to all staff and pupils</li> </ul>	Within 1 year		<p>Visual fire alarms are installed and functioning properly</p> <ul style="list-style-type: none"> <li>- Feedback from disabled pupils and families indicates they feel confident in the fire alarm system</li> </ul>
Ensure there is a wide range of play equipment available and accessible to children with SEND including physical, sensory and visual difficulties	Inclusion lead to discuss purchasing with JP (PE Lead) and Finance Manager to ensure equipment purchasing decisions increase options for pupils with SEND.	Ongoing	Inclusion Lead Headteacher Finance Manager	Children can participate in curriculum activities with suitable resources and equipment

**Aim 3 – To improve communication with pupils and parents with an impairment or disability**

To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>-Audit current written information/publications (e.g., school brochures, newsletters) to identify areas for improvement</li> <li>-Develop a range of alternative formats for written information, including large print or other as requested.</li> <li>-Ensure all written information is available in the identified alternative formats and communicate this to the school community</li> </ul>	Within 1 year	Ops Manager Headteacher Inclusion Lead	<ul style="list-style-type: none"> <li>-Large print provided when requested or need identified.</li> <li>- Alternative formats for written information available and communicated to the school community</li> <li>- Feedback from pupils, parents, and visitors indicates improved access to written information</li> </ul>
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To use Widget to provide dual coding opportunities	<ul style="list-style-type: none"> <li>- Provide training for all teaching staff on the use of Widget</li> <li>- Embed the use of Widget across the curriculum to support pupils with SEND and EAL</li> <li>- Monitor the effectiveness of Widget in improving accessibility of information</li> </ul>	Within 1 year	Inclusion Lead	<ul style="list-style-type: none"> <li>- All teaching staff confident in using Widget</li> <li>- Widget used consistently across the curriculum to support pupils with SEND and EAL</li> <li>- Feedback from pupils, parents, and staff indicates improved accessibility of information</li> </ul>
To ensure any necessary replacement of signs take account of appropriate colour scheme/size	<ul style="list-style-type: none"> <li>- Review current signage and identify any areas that need improvement</li> <li>- Develop a signage policy that outlines requirements for colour scheme, size, and placement of signs</li> <li>- Replace any outdated or inaccessible signage in line with the new policy</li> </ul>	Within 1 year	Site Manager Ops Manager	<ul style="list-style-type: none"> <li>- New signage policy in place</li> <li>- All signage throughout the school meets the requirements of the new policy</li> <li>- Feedback from pupils, parents, and visitors indicates improved accessibility of signage</li> </ul>

Accessibility Audit – September 2024

## APPENDIX 1: ACCESSIBILITY AUDIT

FEATURE	DESCRIPTION	Y	N	ACTIONS/NOTES	DATE
APPROACH AND CAR PARKING					
RECEPTION AREA/ENTRANCES					

<b>INFORMATION AND INTERNAL SIGNAGE</b>					
<b>RAMPS</b>					
<b>CORRIDOR ACCESS</b>					
<b>TOILETS</b>					
<b>FIXTURES AND FITTINGS</b>					
<b>EMERGENCY ESCAPE ROUTES</b>					

