



Basildon C.E Primary School

Accessibility Plan

Date of last review: November 2024

Date of next review: November 2025

Version: 2

Introduction

At Basildon Primary School and as part of The Downland Federation, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or social-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Basildon C.E. Primary School's accessibility plans are aimed at:

- Ensuring that disabled pupils can participate fully in the curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition

The definition of disability under the law is a wide one. A person is defined as having a disability if 'they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities'. Under the SEND Code of Practice, 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The Equality Act 2010 means that schools cannot unlawfully discriminate against people because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

If a person has been disabled in the past (for example, those recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- Equality
- SEND and local offer
- Behaviour
- Anti-bullying
- Supporting pupils with medical conditions
- Administration of Medicines and First Aid in School

Roles and responsibilities

- Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- The school's senior leadership team (known as 'SLT'), in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.
- The full governing board will approve the Accessibility Plan before it is implemented.
- All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- The Head of School will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- During a new pupil's induction, the Head of School will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- The Head of School is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- The Head of School, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The SENCo will work closely with the Head of School to ensure that pupils with SEND are appropriately supported.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010, as needed.
- Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

Accessibility Plan

- The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Development Plan.
- The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- The plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

- The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in Autumn 2027.
- If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- The Accessibility Policy and Plan will be published on the school website.
- The school will collaborate with the LA in order to effectively develop and implement the plan as needed.
- An access audit will be undertaken by SLT every year.
- The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal opportunities

- The school strives to ensure that all existing and potential pupils are given the same opportunities.
- The school is committed to developing a culture of inclusion, support and awareness.
- Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

- The school will act in accordance with the Admissions Policy.
- The school will apply the same entry criteria to all pupils and potential pupils.
- The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.
- The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- Information will be obtained on future pupils in order to facilitate advanced planning.
- Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

- The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- The class teacher and the SENCo will work together to adapt a pupil's Support and Achievement Plan (SAP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- There are established procedures for the identification and support of pupils with SEND in place at the school.
- Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- Specialist resources are available for pupils with visual impairments, such a large print reading books.
- Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

Physical environment

- The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- There are no parts of the school to which pupils with disabilities have limited or no access to.
- The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- Wide doors are fitted throughout the school to allow for wheelchair access.
- The corridor flooring and lighting is designed to support those who are visually impaired.

Monitoring and review

- This policy will be reviewed on an 3 yearly basis or when new legislation or guidance concerning equality and disability is published.
- The governing board and Head of School will review the policy in collaboration with the SENCo.
- Equality impact assessments will be undertaken as and when school policies are reviewed.

Accessibility Plan for Basildon C.E. Primary School

2024-2027

ACTION	By Whom?	When?	Monitoring	Report to	Outcome	Resources
To provide regular, relevant training to staff to ensure they can effectively support those with disabilities (through both in-house and external training).	SENCo LA Specialist Advisors Relevant professionals	Ongoing, as necessary Review each term	Ongoing monitoring by SENCo (e.g. lesson observations, learning walks) Staff questionnaires Pupil voice Parent survey	Head of School SENCo	All pupils with a disability will have equal access to the whole curriculum.	Professionals in to train staff, as required.
Ongoing medical training for staff on key medical issues for current children (e.g. anaphylaxis, diabetes).	School Nurse Online training courses	Rolling annual programme Repeated each Spring	Record in Admin files All staff to regularly update	Head of School SENCo	All disabled pupils will be safe and all staff will be fully equipped to deal with necessary emergencies.	Epi-pens Handouts Care plans School nurse Online courses
Continue to build on current good practice with regard to liaison between preschools/ school/ secondary schools for all children and especially those with a disability.	SENCo Class teachers (particularly EYFS and Y6 teachers)	Annual, ongoing Review at each transition (e.g. Summer-Autumn)	Head of School SENCo	Head of School SENCo	Transition into school will be smooth, trouble free and inclusive.	SENcos from other schools Other professionals linked with individual children
Audit resources and information held in school with regard to SEN and update as needed to support	SENCo Class teachers	Annual, ongoing Review each term	Ongoing monitoring by SENCo	Head of School SENCo	All staff working with children with disabilities will be aware of resources in school to meet individual needs.	All SEN resources

those in school with disabilities.						
Ensure that school trips are made accessible to all and possible risks are recorded and mitigated on Evolve risk assessments.	Class teacher to liaise with site of trip to be aware of possible accessibility/ medical issues and then share with parents/SENCo.	Prior to each trip	Head of School EVC SENCo	Head of School Governors	All pupils will be able to access all trips.	Class Teacher Site Leaflets Transport
Teachers planning includes as a matter of course, opportunities for all pupils to take part and achieve, including those with disabilities.	Class teachers	Ongoing monitoring as part of M&E cycle	Head of School SLT/SENCo Subject leaders	Head of School Governors	All planning will continue to meet the need of every individual child.	Teachers planning Resources for lessons
SAPs to accurately reflect the needs of individuals. Additional interventions and support is individually planned for each child's needs.	Class Teacher	Ongoing, termly Review each term	Ongoing monitoring by SENCo	Head of School SENCo	SAPs will accurately map out the next steps in learning and their outcomes will be judged against clear success criteria.	SAP supporting resources
Improve accessibility within the school; highlight the limitations of the site to all potential visitors and assess their needs on an individual basis.	Admin Team	Ongoing Review each term	Federation finance/ site teams Head of School	Head of School Governors	Easier access to the school. A more welcoming entrance to the school. Reduction of the potential for distress.	Signage 'Word of mouth' advice

<p>Improve accessibility within the school; continue to work with West Berkshire Accessibility Officer in reviewing and improving the schools' access.</p>	<p>Head of School/ Federation finance/ site teams/ West Berkshire Council</p>	<p>Ongoing Review annually (each Autumn)</p>	<p>Head of School</p>	<p>Governors</p>	<p>Easier access to the school. A more welcoming entrance to the school. Reduction of the potential for distress.</p>	<p>Signage West Berkshire Accessibility Officer</p>
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ACTION	By Whom?	When?	Monitoring	Report to	Outcome	Resources
To maintain a clear provision map of all SEN support in place to meet individual needs.	SENCo (to create and maintain provision map) Class teachers /Associate staff (for implementation)	Ongoing Review each term	Ongoing SENCo monitoring.	Head of School SENCo	All pupils will have access to the appropriate targeted intervention and/or support to meet their needs and this will be carefully monitored and tracked.	Provision map Resources LSAs/ Associate staff Class teachers SENCo
Maintaining regular/ongoing links with professionals (e.g. Physiotherapy, Sensory Consortium Service) and facilitating meetings with them and relevant children/staff in school.	SENCo Teachers	Ongoing Review each term	SENCo	Head of School SENCo	Children with disabilities will receive an effective level of support, backed up by advice from professionals. The school will be meeting its statutory requirements.	Professionals SENCo Pupil records
Maintain the PEEP Plans and Review Fire Risk Assessment	SENCo Class teachers	Annual, ongoing after every evacuation Review each term and following each evacuation.	Head of School	Governors	All staff and pupils will be safely evacuated from the building in the event of a fire	Fire Log Fire Risk Assessment PEEPs
All policies will be reviewed and evaluated to ensure they reflect the disability equality duty to pupils, staff and parents	Assigned leaders	Reviewed as needed for each policy	Head of School	Governors	All policies will reflect the disability equality duty	School policies

Ensure that all disabled pupils, staff and parents are fully aware of the definition of disability and all those it covers.	SENCo School Administrators	Ongoing via website	Head of School	Governors	All stakeholders will be aware of the definition of disability.	Equality Policy School website
ACTION	By Whom?	When?	Monitoring	Report to	Outcome	Resources
Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information about any disabilities and know disclosures will be handled sensitively.	SENCo School Administrator	Ongoing via website	Head of School	Governors	All pupils will feel confident to fully disclose information with regard to their disabilities and there will be improved opportunities and outcomes for pupils.	Equality Policy
To take proactive steps to raise the awareness of disability related harassment	Whole school team	PSHE curriculum, Circle Time, PSED week, P4C, wellbeing sessions Review each term	Head of School	Governors	All pupils will be aware of disability related harassment and will take proactive steps to be fully inclusive.	Schemes of work Personal Development Policy
The Accessibility Plan will be available on the school website	SENCo/ School Administrator	Ongoing	Head of School	Governors	The school will be meeting its statutory requirements.	School Website