Batley Parish CE Primary Academy

Accessibility Policy

January 2025

Together, we are one!

"We are far more united and have far more in common than that which divides us"

Jo Cox

Hope

Respect

Community

Love

Trust

Forgiveness

pleasant it is when

God's people live

How good and

together in unity

• Psalm 133:1 •

Batley Parish is a caring family which enables every individual to flourish in our inclusive community. We learn to love and love to learn in a trusting environment. We respect, forgive and love one another. Working together, Batley Parish enables us to have hope for a brighter tomorrow.

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.

We are 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. At Batley Parish CE Primary Academy, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

The plan will be made available online on the school website, and paper copies are available upon request.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To increase access to the curriculum for pupils with a disability	• For pupils who require additional support, adaptations (sometimes through resourcing) enables children to access their curriculum. • We use personalised resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability	To ensure that all children with disabilities are able to access a broad, balanced and challenging curriculum that meets their needs with precision	SENDCO to ensure all children have academic targets that are aspirational. All children with a SEND will have a plan in place with provision adaptations required. Teaching assistants to receive training to understand how to meet all children's needs. Teachers provide work and opportunities that have high expectations of pupils and the	SENDCO Everybody	Ongoing	The SENDCO has a clear strategic overview of disability needs across the school. Monitoring identifies that needs are met with precision. The needs of children are met precisely and clearly evidenced

			opportunities to retain learning.			
			Where a personalised curriculum is required, this does not restrict the breadth of learning on offer to the child.			
			All reviews of children's SEND paperwork will be completed and shared with families.			
Improve the delivery of information to parents, pupils and staff with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations such as visual timetables • Bilingual translators and translated letters upon request	To continue to offer larger print and translation where requested	Ensure the office has access to translator Ensure there is a printer in school that can print to A3 Braille can be accessed if required with notice given	Everybody RA	Ongoing	All families and pupils will feel part of the school community. Families and pupils will feel they can ask for amendments should these be required.

To effectively supports the whole family through a child centered approach	Learning Mentor and SENDCo and Safeguarding Team to support the child and the family where needed by directing to current services and leading on TAF meetings. Parent coffee mornings have been arranged and incorporate support from other services. Such as, West Yorkshire ADHD Support Group, Early Help and Kirklees Keep in Mind. Training accessed through outreach services and educational psychology.	To further support parents with ways to support their child/children. To further knowledge of families and places support can be sought. To continue to work with outreach services to further support children.	SENDCo to arrange termly SEND and attendance coffee mornings. SENDCo to signpost parents to useful websites and support tools/courses. SENDCo and Learning Mentor to work closely with Early Help Consultant.	RA and TB RA RA and TB	On-going On going – adding to weekly newsletters where possible. On going	Parent feedback shows an increase engagement and knowledge Attendance improves Parents attend the coffee mornings. Children's feedback shows the impact the support is having at home
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width	To ensure any further adaptions are made in a timely manner	Risk Assessments to be carried out as needed for specific areas and/or individual pupils	RA, BS, LS and MM	On going	

	• Disabled parking • Disabled toilets • Library shelves at wheelchair-accessible height if school have wheelchair uses • Individual risk assessments are put in place as needed for specific pupils and/or staff					

4. Monitoring arrangements

This document will be reviewed every two 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 and disability (SEND) information report
- Special educational needs and disabilities (SEND) policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None		
Corridor access	Corridors are all wide in width to allow access for all	To ensure they are clutter free	Everyone	Daily checks
Lifts	None	N/A		
Parking bays	There are parking spaces available within school grounds.	Parking arrangements would be made on individual basis	Office staff	When needed
Entrances	Main entrance, Nursery and Reception all have entrance ramps Key stage 1 classrooms have no access difficulties Key stage 2 classes have a step into classes. Ramps are provided to Year 5 and 6 doors and also into KS2 playground	Keep access clutter free Wheelchair uses would require entry to school via main entrance Risk assessments would need completing for any new pupils using a wheelchair	Everyone Office staff SENDCO	When needed
Ramps	Are located in most entrances around the school building	Gates to be unlocked at the start and end of the school day, access to be provided on a need basis	Site manager	Daily

		If a child joins school in Key Stage 2 risk assessments and evacuation plans will need updating due to the step outside of classroom doors.	SENDCO	When needed
Toilets	Accessible toilet in main entrance	Check the red pull string alarm works	Site manager	Monthly
		Maintained free from any obstructions	Everybody	Daily
Reception area	Accessible area with a ramp and large door	Maintained free from any obstructions	Everyone	Daily
Internal Signage	Fire exit sign Emergency exits Partial Emergency lighting	Ensure on display and at the correct height	Site manager	Termly fire drills
Emergency escape routes	Staff de-briefed on the fire drill procedures	Checks to ensure it is in place	Site manager	Termly fire drills
Steps	Paint remaining nosings and trip hazards yellow to ensure that the visually impaired can see them better.	Ensure paint is clear and well maintained	Site manager	Annually