

Baldwins Gate CE Primary School

Accessibility Plan 2024 - 2027

At Baldwins Gate Primary School we want all children to enjoy school, to be challenged to achieve their absolute best and to consider their time at school as their own 'learning adventure'. We are committed to giving all 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.

Purpose of Plan

The purpose of this plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

The Accessibility Plan has been drawn up to cover a three-year period. The plan will be updated annually.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their 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
- In performing their duties governors have regard to the Equality Act 2010
- Our school
 - 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
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing the extent to which disabled pupils can participate in the school curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs, leisure, sporting and cultural activities and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participating by disabled pupils in different areas of the curriculum eg the inclusion of physically disabled children in PE and then to identify action to increase participation.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Improving access to the physical environment of the school

Baldwins Gate Primary School is continuing to develop, and we are committed to improving the building and facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks, and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time limit. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Accessibility Action Plan

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|--|--|--|--|
| All out of school activities are planned to ensure the participation of the whole range of pupils | Review all out of school provision to ensure it is accessible for all and any adjustments that may need to be made | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Ongoing – continue to monitor as needs within the school/clubs may alter | Increase in access to all school activities for all pupils |
| All areas of the school grounds are fully accessible to all pupils | Ensure that planned maintenance complies with target. New projects to be fully accessible and inclusive | All children can access all areas of the school grounds | Ongoing as areas are developed | Increased access to learning outside of the classroom for all pupils |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | At least annually | Increase in access to the National Curriculum |
| Accessible car parking on main site | Parents who require assistance, given permission to use the staff carpark. | Easy and safe access to school building | Ongoing | All parents and children accessing the school building easily |
| To ensure a wide range of mediums are used to convey information to children | Review ways in which information is presented to ensure it is meeting the needs of all pupils | Children are able to access the information required | Ongoing | A wide variety of mediums are used to share and convey information |

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|---|--|--|---|
| Ensure that the library area and books within the classroom are representative to all people within society | Review current provision. When purchasing new resources ensure that they are representative of all members of society | Children will have exposure to people in books whose lives may be different to their own | End of academic year 2024/2025 | Library and classrooms are appropriately resourced |
| Ensure further analysis of exam results, attendance, exclusions and behaviour/incidents or bullying in relation to equality duty | Undertake annual analysis of data based on specific groups | Patterns and trends assessed following awareness | Ongoing process dependant on child's needs | Increase in access to all school activities for all disabled pupils |

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.