



Batheaston Church School

Accessibility Plan 2025-2028

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

This plan sets out the proposals of the TLC of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Objectives

We are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers 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, respect, tolerance and inclusion. We will not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;

The school recognises and values parents'/carers' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents'/carers' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, adapted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Batheaston Church School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan has been drawn up to cover a three-year period. The plan will include short and long-term aims. The plan will be updated annually.

Guidelines:

- The Accessibility Plan is published on the school website
- The Plan will be monitored through the TLC
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- The school will continue to seek and follow the advice of BWMAT and LA services, such as specialist teacher advisers and SEN inspectors/advisers, and appropriate health professionals from the local NHS Trusts.
- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- The school will make itself aware of local services, including those provided through the

LA/DfE for providing information in alternative formats when required.

Overview of accessibility arrangements

- Transition arrangements into and out of school as well as between years as appropriate.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs e.g. wobble cushions, chewies, ear defenders.
- Individual Learning Plans and Support Plans.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Creating a culture of understanding and tolerance based on our school values so that all ability groups and all disabilities are accepted as part of our school community.
- Assessments- access to modified materials/extra time/scribes.
- Targeted interventions to support emotional well-being – 2 Thrive practitioners are trained and Thrive license is updated annually.
- Majority of staff are first aid trained and dedicated staff are paediatric first aid trained with 1 staff member having first aid at work training.
- Annual asthma/epi pen training for identified staff.
- Regular SEND CPD for staff.
- Liaising with external services and agencies regarding individual pupils' needs.

Physical Environment:

- Private room spaces enable confidential meetings to take place with SENDCo, staff, support agency staff and parents/carers.
- Spaces for small group work and individualised work for targeted learners are available throughout the school.
- Disabled toilet next to the school hall
- All ground floor access – no steps.
- Pale coloured walls in classrooms to reduce sensory stimulation.
- Advice is sought for individual children from external professionals.

Written Information:

- Visual timetables and information supported by signs/symbols are used for targeted pupils including signage around the school.

- Use of ICT where appropriate in school is encouraged.
- Arbor is used to allow online access to pay for items (e.g. school lunches, trips and clubs).

Improvement Plans:

The following plans are intended to be completed within the lifetime of this three-year strategy (2025 – 2028). The TLC members will be responsible for them and will monitor them through the SEND Governor. Any specific resources or premises issues will be taken to the committee for discussion.

The main priorities in the school's plan:

NB This will be reviewed on an ongoing basis.

Increasing access for disabled pupils to the school curriculum (C)

Improving teaching and learning lies at the heart of the school's work. 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 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 including residential stays and excursions; extra-curricular activities; intra and inter competitions.

Objective	Accessibility Plan Coding	Actions	Timescale	By whom	Success Criteria
Increase confidence of all staff in adapting the curriculum ensuring all children are included in all aspects of school	C WI	External Training - Staff CPD – making best use of Teaching assistants Internal Training – Behaviour Bytes, SENDCo bespoke training 1:1 Staff coaching with educational consultant.	Ongoing As required	SLT SENDCo	Staff confidence around knowledge and strategies for differentiation raised Increased pupil participation in all aspects of school life School community questionnaires identify areas of strength and further areas for development
Ensure classroom support staff/ teachers have specific training on	C E WI	ELSA Training,	As required	SLT	Children able to access the curriculum with more independence

disability/inclusion issues		Speech and Language 1:1 training. Behaviour Bytes training Use of class provision maps			and confidence Accessibility Plan 2023 - 2026 All staff confident feel equipped and confident with best strategies to support maximum participation
Ensure all staff are aware of disabled children's curriculum access	C E WI	Create and maintain individual Healthcare Plans and Pupil Reviews when required Information sharing with all staff and agencies involved with individual	Updated termly As new children enter school and additional needs become apparent	SENDCo	All staff aware of individual children's needs
Improve the quality of provision for children with specific need	E	Continue to develop provision within a calm, sensory equipped space for where all children, including those who suffer from over stimulation, can receive supervision appropriate to their needs.	Ongoing	SLT	Provision enhanced for children with specific need
Ensure all community can communicate effectively	WI C E	Use Widget programme/Noun Project for creating visual aids and picture prompts, both within curriculum and for key signage. Encourage use of signing for communication where verbal communication is	Ongoing	SLT	All community supported by visual clues and can communicate their needs effectively

		not yet accessible.			
Improve the attainment and participation of pupils with social, emotional and mental health difficulties	C E	<p>Signpost parents to support – using relationship with Local Authority</p> <p>Provide opportunities for ‘stay and play’ settling in for EYFS children .</p> <p>ELSA Trained staff supports provision for children with SEMH including additional transition visits for within-school transitions and for middle school</p> <p>Enhanced transition for key children where appropriate.</p> <p>Bespoke plans for soft-starts or enhanced end of day transition.</p>		SENDCO/SLT	Parents/carers and children are supported through self-help strategies and structured provision
School trips are accessible and parents are invited to complete risk assessments as to how to support their child best.	C	Teachers to consider the accessibility of the trip.	Ongoing	Teachers	Children are able to access the school trip easily and successfully.

Improving access to the physical environment of the school (E)

To ensure access to pupils, or their parents, with disabilities; the school has a clear drop off zone marked with zigzaggs. The entrance to the main office and the main school building is via a single gate which leads, with easy access for all, to the main entrance. All classrooms can be easily accessed from the outside. There is a disabled toilet close to the reception which is accessible to

all. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Further provision, will be negotiated when a pupil's specific needs are known.

Objective	Accessibility Plan Coding	Actions	Timescale	By whom	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	C WI E	Update/complete healthcare plans for individual disabled pupils or those with other medical conditions when required	Termly As new children enter school and additional needs become apparent Annually As required	SLT	All staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Maintain signage and external access for visually impaired people/those with communication needs	E	Ensure markings are maintained and re-painted as necessary Maintain external lighting Ensure walkways are free from litter and hazards Visually inspect and maintain signage in terms of damage and cleanliness	As required	Caretaker	Member of our community who are visually impaired feel safe in school grounds and can navigate site confidently
Ensure all disabled pupils can be safely evacuated	E	Review and update Personal Emergency Evacuation Plan (PEEP) for all pupils needed in line with advice from professionals. Review system to ensure all staff are aware of their responsibilities	Completed on a 'needs basis' in response to personal need Annually	slt	All disabled pupils and staff working alongside are safe in the event of a fire or emergency

Ensure fire exits are accessible for all	E WI	Regular visual checks Termly fire drills	Weekly Termly	Caretaker/head	All community can evacuate site safely
Staff to consider the access arrangements for parents.	E	Staff to consider the meeting place and resources available to meet needs of all attending the meeting.	Ongoing	All staff	The community are able to easily access meetings arranged at school.

Improving the delivery of written information to disabled pupils (WI)

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 hand-outs, 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 timeframe. 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 schools ICT infrastructure will enable us to access a range of materials supportive to need.

Objective	Accessibility Plan Coding	Actions	Timescale	By whom	Success Criteria
Review format of information shared with community, including parents and carers	WI E	Provide information and letters in clear print in "clear" English Translated communication into different languages where appropriate/requested. School office will support and help parents to access information and complete school forms.	Ongoing	Office/SLT	All community (parents/carers) receive information in a form that they can access All community (parents /carers) understand what are the headlines of the school information
Ensure all staff are aware of guidance on accessible formats	WI	Guidance to staff on dyslexia and adjustments to make information accessible Dyslexia Friendly paper in use for photocopying	Review annually or during new staff induction	SLT	Staff produce their own resources to support children
Provide information in other languages for pupils	E WI	Access to translators, sign language interpreters to be	As required	SLT	Pupils and/or parents feel supported and included

or prospective pupils who may have difficulty with hearing or language problems		considered and offered if possible			
---	--	------------------------------------	--	--	--