



Bassingbourn

Community Primary School

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Accessibility Policy and Plan

This policy was ratified on: Pending ratification by the FGB on 19.09.2024

Implemented on:

Review date:

Signed by the Headteacher: _____

Signed by the Chair of Governors: _____

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1. Introduction

1.1 The Planning Duty under the Equality Act 2010 means that all schools should have an individual Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment (more than a year), and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1.2 The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school leaders, and shared with Governors.

1.3 The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.

1.4 Bassingbourn Community Primary School is dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

1.5 Bassingbourn Community Primary School’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

2. Aims and Objectives

2.1 Our Aims are to:

- (i) increase access to the curriculum for pupils with a disability.
- (ii) improve and maintain access to the physical environment and take advantage of education associated services.
- (iii) improve the delivery of written information to pupils.

2.2 The school’s objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- (a) SEND Information Report

- (b) SEND Policy
- (c) Local Offer (Cambridgeshire Local Authority)
- (d) Safeguarding Policy
- (e) Health & Safety Policy
- (f) Staff related policies

2.3 This plan will also be used to advise and inform future planning documents and policies.

3. Physical Environment

3.1 The school has:

- (a) A main school building and grounds that are fully accessible for all uses and has good wheelchair access both indoors and outdoors.
- (b) Ramps in place at some of the exit doors to ensure that wheelchair users can exit the main school building safely.
- (c) Corridors are wide and there are no issues manoeuvring around school safely for any person in a wheelchair. Non-slip floor covering.
- (d) There are rails where there are slopes to access all aspects of the school grounds.
- (e) The main school building is all on one level.
- (f) There are 3 accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats.
- (g) Accessible toilets have handrails and an emergency pull cord.
- (h) Classrooms have fire exits which can be used for all pupils.
- (i) Classrooms, where required, are fitted with a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

4. Curriculum

4.1 With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.

4.2 The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of people, and will follow school policies and procedures to ensure that these are all dealt with effectively.

4.3 Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops, etc.

5. Information

5.1 Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

6. Current Activities

6.1 The school has close working relationships with different pre-schools and ensures that transition arrangements are organised throughout the summer term before the child starts school.

6.2 The school works with the main local secondary school to ensure transition arrangements for disabled pupils are robust and lead to high quality inclusion.

6.3 This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.

6.4 The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.

6.5 The school uses outside agencies, including Health Professionals and Educational Psychology Services.

6.6 The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.

6.7 The school has systems in place to ensure that we meet the needs of all of disabled children including Provision Mapping, which identifies children and interventions.

6.8 School staff work together as a team to ensure strategies for improving behaviour and access to learning.

6.10 Access to alternation provision

6.11 The school also works closely with specialist services including:

- (a) Cambridgeshire Specialist Teaching Team
- (b) Educational Psychology Service
- (c) Sensory Support Services for children with visual or hearing needs
- (d) SALT (Speech and Language Therapy)
- (e) Cambridgeshire Virtual School for LAC (Looked After Children)
- (f) Family Intervention Worker to support families
- (g) Mental Health Support Team (MHST)
- (h) Community Paediatricians

6.12 Health Provision delivered in school

- (a) Speech and Language Therapy
- (b) School Nurse
- (c) Occupational Therapy
- (d) Physiotherapy
- (e) CAMHs (Child and Adult Mental Health)

6.13 The school staff have a wide range of training and experiences that allow for effective support throughout the day, where required, in the following areas:

- (i) Hearing impairment
- (ii) Physical disability
- (iii) Visual impairment
- (iv) Specific medical conditions including asthma, eczema, diabetes, epilepsy
- (v) Specific learning difficulties including dyslexia
- (vi) Autism
- (vii) Speech, language and communication needs (SALT)

6.14 Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

7. Review and Implementation

7.1 The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children within the school.

8. Appendix 1: Plan

8.1 This plan is designed to improve accessibility using three areas of focus:

- (i) Quality of Education (access to the curriculum).
- (ii) Improving access to the physical environment.
- (iii) Improving the availability of accessible information for disabled pupils.

It should be read in conjunction with the Equality Policy and the SEND Policy.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Pupils with physical and sensory disabilities can access the curriculum.	Implement a visual stress testing process for all pupils with P&S needs.	SENDCo	September 2024
	QA of implementation of visual stress colours (displays, books, photocopies, etc.).	SENDCo	November 2024
	Update display guidance to ensure accessibility for pupils with VI (e.g. no laminating unless necessary).	SENDCo	September 2024
	Implement and monitor classroom learning environment guidance (clutter free spaces with a clear line of sight to the board).	SENDCo	September 2024

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Pupils with medical conditions can access the environment safely.	Review and amend the Health & Safety policy.	Health & Safety Lead	September 2024
	Review and amend the Supporting Children with Medical Needs policy.	Medical Lead	September 2024
	Review and amend the First Aid policy.	Medical Lead	September 2024
	Deliver staff training on health & safety.	Health & Safety Lead	October 2024
	Deliver staff training on medical needs.	Medical Lead	September 2024
	Deliver staff training on first aid.	Medical Lead	September 2024
	Audit all first aid and medical equipment.	Medical Lead	September 2024
	Ensure medicines are stored safely (storage of controlled drugs double locked).	Medical Lead	September 2024
	Ensure a process of notifying parents/ carers is in place and quality assured.	Medical Lead	September 2024
	Train a lead first aider and provide ratios.	Medical Lead	January 2025
Create a first aid room.	Medical Lead	July 2026	

Pupils with physical and sensory disabilities can access the physical environment independently.	Process for alarms in disabled toilets shared and agreed with staff and pupils.	Health & Safety Lead	September 2024
	Clean disabled toilets at least once a day; deep clean once a week.	Site Manager	Daily
	Rename disabled toilets to accessible.	Site Manager	October 2024
	Ensure classrooms are kept free of all clutter which reduces freedom of movement for a pupil with an accessibility need.	Health & Safety Lead	September 2024
	Review fire exit layout in classrooms where tables currently block or restrict access to the door.	Health & Safety Lead	September 2024
	Over time, lower light switches, hand washing facilities, exit keypads and widen very narrow doorways.	Site Manager	July 2026
	Use yellow tape used to identify trips hazards such as doors with small steps and the low windowsills in corridors.	Site Manager	October 2024
	Conduct a site walkaround with pupils who have physical needs.	SENDCo	October 2024
	Regularly review fire exit routes to ensure walkways are clear and accessible.	Health & Safety Lead	Monthly
	Cover drains in the quad outdoor area.	Site Manager	September 2024
	Replace blinds in the hall with window film.	Site Manager	September 2025
	Remove the old wall bars in the hall.	Site Manager	July 2025
	Replace boards in the hall with acoustic boards to support HI SEMH and ASC learners.	Site Manager	July 2025
	Regularly review walkways / corridors / doorways to ensure easy access.	Health & Safety Lead	Monthly
	Implement and monitor PEEPs for pupils with P&S needs.	SENDCo	September 2024
	Remove tyres blocking the fire exit walkway.	Site Manager	October 2024

STRAND 3: IMPROVING THE AVAILABILITY OF ACCESSIBLE INFORMATION FOR DISABLED PUPILS.			
Objective	Actions	Lead	Timescale / cost
Pupils with disabilities are able to easily access and understand all school information.	Move all posters to Calibri Body to reflect SSP.	SENDCo	October 2024
	Ensure first aid posters and safeguarding posters are accessible to all pupils.	SENDCo	September 2024
	Consider how non- or pre-verbal learners can make safeguarding disclosures.	SENDCo & Safeguarding Lead	September 2024