



# Baines School

Nil Sine Labore

The Governors of Baines School

## **Accessibility Policy and Action Plan 2023-2026**

Date approved: 20<sup>th</sup> June 2023

Date of review: June 2026

## Introduction:

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. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

## Principles:

1. 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.
2. Baines School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be reviewed every three years.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the first year of the plan and therefore some items will roll forward into subsequent years or plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the FGB will contain an item on “having regard to matters relating to Access”.

7. The School Prospectus will make reference to this Accessibility Plan.

8. The School’s complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored by the FGB.

10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. 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.

### **Purpose of Plan**

This plan shows how Baines School plans to increase the accessibility of our school for all SEND pupils, staff, parents/carers and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

A disability is any condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and interact with the world around them.

### **Current Range of known disabilities/conditions**

The school has children and staff with a range of disabilities including: Specific Learning Disabilities, Asthma, Allergies (some requiring Epipens), Hearing Impairment, IBS, Thyroid Conditions, Eczema, Diabetes, Osgood Schlatters Disease, Scoliosis, MSK and other mobility issues and Mesenteric Adonitis.

## **Accessibility Audit and Plan**

This audit and plan covers all three main strands of the planning duty:

### **1. Physical environment access- improving the extent to which disabled students are able to take advantage of education and intervention.**

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Constraints – Baines School consists of several separated buildings with movement around the school involving the use of stairs and steps. The construction of each building varies dependent on the regulations at the time of build and therefore mandatory requirements of today's buildings are not present across the whole school. The school has made some progress in updating disability access with the addition of adapted toilets, washroom facilities, ramps, handrails, and a fully accessible entrance to the main building which now includes an accessible reception area. The school will take reasonable measures to ensure access across the site. However financial, practical and design constraints do apply.

### **2. Curriculum Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.**

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training. Many adjustments to access will be dependent on individual needs.

### **3. Access to Written Information - improving the delivery of information to students with disabilities**

Any students requiring additional support are clearly identified on entry to Baines School and additional requirements of staff supported throughout their career. Pupils requiring specific support with communication are known by staff and needs met in lessons through differentiation.

#### **Disability classification for Action Plan:**

VI = Visually Impaired

HI = Hearing impaired

PI = physically impaired

## Physical Access Audit and Plan

Item	Issue	Yes	No	N/A	Action Plan
	<b>Furniture</b>				
1	Is furniture and equipment selected, adjusted and, located appropriately?	x			
2	Is appropriate furniture and equipment provided to meet the needs of individual students?	x			
3	Do furniture layouts allow easy movement for students with disabilities?		x		PI - In some classrooms, accessibility would be limited for a wheelchair user. In the circumstance where a wheelchair user was admitted to the school, we would consider classroom allocations and adjust layout so as best to accommodate the individual by means of a risk and needs assessment.
4	Are quiet rooms/calming areas available to children who need this facility?	x			
	<b>Emergency Access</b>				
5	Do you have emergency and evacuation procedures to alert students?	x			
6	Are pathways and routes logically and well sign posted?		x		PI/VI - SBM to include in workplace assessment and add to school action plan.
7	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	x			PI - Fire exits have ramps. But were not available portable ramps would be put in place at relevant exits when an individual was on the school site.
8	Do emergency alarm systems cater for those with a hearing impairment? (eg flashing lights)	x			
	<b>Parking and Approach</b>				
9	Are car parking spaces reserved for disabled people near the main entrance? (should be less than 50m from the main entrance)	x			

10	Is there a kerb surrounding the car park?		x		
11	Is the approach between carpark/pavement and entrance free of obstacles?	x			
	<b>Entering the main building</b>				
12	Are there any barriers to easy movement around the site and to the main entrance?		x		
13	Are steps required for access to the main entrance?		x		
14	Is it possible for a wheelchair user to get through the principal door unaided?		x		PI - Main school entrance would benefit from automatic doors.
15.	Do all internal doors allow a wheelchair user to get through unaided?		x		PI - Some doors have a slight step up into the building, but there are portable ramps in school to aid.
16	Do all corridors have a clear unobstructed width of 1.2m?		x		
17	Is there where chair accessible toilet?	x			
18	Does the school have accessible changing room/shower facilities	x			
19	If the block is on more than one level, do the internal steps have contrast colour edgings?		x		VI - All external steps to be painted with a contrasting yellow colour on the edge.
20	Is there a continuous handrail on each internal steps/stair flight?	x			
21	Is there a lift that can be used by wheelchair users?		x		
22	Do you have any other sort of mechanical means provided to move between floors? If yes please state.		x		PI - 4 of the school's buildings are on two levels with only stair access to the upper floor. Timetabling would be altered to include ground floor rooms if wheelchair user admitted.
23	Have you any modular units that cannot be accessed easily by a wheelchair		x		

	user?				
	<b>Entrance Doors</b>				
24	Are door handles at wheelchair height? (135cm above floor level)		x		PI - SBM to include in workplace assessment and add to school action plan.
25	Does the building have automatic doors?		x		
26	Are the doors wide enough to allow easy wheelchair manoeuvre (84cm for single door and 168cm for a double door)	x			
27	Do the doors enable wheelchair users to see people approaching from the other side? (clear visibility between 90cm and 150cm above floor level?)		x		PI - SBM to include in workplace assessment and add to school action plan.
28	If the doors are mainly glass, is there clear identification warning on the door?		x		PI/VI - All external doors require safety stickers so that they are visible to all.
	<b>Inside the building</b>				
29	Is there a reception desk/facility in the building, is it clearly and logically placed	x			
30	Is it of a suitable height for a wheelchair user?	x			
31	Is there a waiting area, is it suitably large and laid out for wheelchair users?	x			
32	Are all internal floors level throughout?		x		PI - Entrance to the school hall requires ramps which have been fitted to all entrances.
33	Is the floor surface free of any access of tripping hazard?	x			
	<b>Visual Aids</b>				
34	Are non-visual guides used to assist people to use the building?		x		VI - This would require specific risk assessments based on individual need.
35	Could any of the décor be confusing or		x		VI - SBM to include in workplace assessment and add to school action

	disorientating for students with disabilities?				plan.
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## Learning and Access Audit and Plan

Item	Issue	Yes	No	N/A	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues	x			PI/VI/HI - When children are admitted to the school with specific needs staff are given appropriate and relevant training
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required	x			
3	Do all staff seek to remove all barriers to learning and participation?	x			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	x			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	x			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, eg some forms of exercise in physical education?	x			
7	Do all staff recognise, understand and	x			



	allow for additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				
8	Are all staff encouraged to recognise and allow for additional time required by some students with disabilities to use equipment in practical work?	x			
9	Do you provide access to appropriate technology for those with disabilities?	x			PI/VI/HI -This would require specific risk assessments based on individual need.
10	Are school visits, including overseas visits, made accessible to all children irrespective of attainment or disability?	x			PI/VI/HI - As far as practicable and safe for all involved. Risk assessments are undertaken for all visits which includes assessment of any adjustments made.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x		PI/VI/HI - All staff to be made aware of guidance on accessible formats. When children are admitted to the school with specific needs, relevant staff would be given appropriate training

### Information Access Audit and Plan

Item	Issue				Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, or on audio tape or in braille for students and prospective students who may have difficulty with standard forms of printed information?	x			VI - Students who would require information in braille would be assessed and resources provided as and when required.
2	Do you have facilities such as ICT to produce written information in different formats?	x			
3	Do you ensure that information is		x		PI/VI/HI - Parents to be informed that materials can be made available

	available to staff, students and parents in a way that is user friendly for all people with disabilities?				in differing formats or languages as required.
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## Conclusion/Opinion

	Having looked at the school's facilities, do you think the building has reasonable access?	x			<ol style="list-style-type: none"> <li>1. Although there is temporary access in the form of ramps to most buildings, transverse across the site (between buildings) requires either negotiating steps between upper and lower playgrounds or use of numerous locked gates between the site and car parks.</li> <li>2. As noted above any classroom on the second floor in block B, N, T and L would not be accessible and access to block A would need to be from the entrance to the side of the building where a purpose-built ramp is positioned.</li> <li>3. Access to many of the school buildings by someone in a wheelchair, would require assistance for opening doors due to door handles being too high.</li> <li>4. Adapted toilets are available across the school site.</li> <li>5. School would also benefit from better signposting across the school and a school reception sign on main entrance (signs in additional languages should also be visible especially at the school main entrance).</li> </ol>
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