



Baines School

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The Governors of Baines School
Accessibility Policy and Action Plan 2026-2029

Date adopted: 20th June 2023

Date approved: 8th July 2026

Due for review: July 2029

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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.

Aims

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

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Date: June 2026	Review date: June 2029

This plan outlines the proposals of the governing body of Baines School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;

- Improving information delivery to pupils with disabilities.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised in consultation with parents of pupils, employees, governors and external partners

This policy should be read in conjunction with the SEND Information Report and SEND policy.

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.

Improving access for SEND pupils to the school curriculum

As a school, we already work hard to improve the inclusion of all pupils, including those with special educational needs and disabilities, as evidenced below:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Training in inclusion strategies through Teaching & Learning INSET/CPD
- SEND Spotlight newsletter and Focus Fortnights provide strategies and advice for all staff on a range of different needs e.g. ASD, ADHD, Auditory Processing Disorder, specific learning difficulties.
- SEND advice is given via Teams and Synergy on classroom layout for pupils with disability. For example, hearing-impaired pupils should be near the front at the

appropriate side of the room; staff should avoid speaking with their backs turned towards them when writing on the board.

- Advice and guidance for all pupils with SEND is located in Synergy and on Teams. It offers clear, regularly updated guidance to staff on how to get the best from the pupils.
- Quality first teaching strategies - inclusive, high quality teaching, differentiated for all pupils.
- Access is enhanced and provided by the effective deployment of Learning Support Assistants.

Improving the physical environment of the school

- We cater to disabilities in our transport arrangements, including sports / PE coaches /school minibus bookings.
- We re-room classes to ensure disabled pupils have full access to their timetable wherever possible, including a specialist SEND area.
- We have improved lighting and are re-carpeting areas on a rolling programme.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early.
- We suggest alternative activities for disabled pupils who cannot engage in particular activities.
- We provide ICT facilities for SEND pupils, including disabled pupils, which reflect and support our current population and are regularly reviewed and upgraded in light of changed circumstances or new intakes.
- School trips take into account students with disabilities. Trips are planned for in advance; an assessment is undertaken of accessibility as necessary.
- We ensure staff have the necessary training to teach and support students with disabilities as necessary and regularly assess training requirements for new staff or with regard to new needs.
- Educate the whole community about disability e.g. Personal Development curriculum, assemblies, LORIC
- annual review of emergency evacuation policy to ensure that physically disabled individuals are fully considered
- We will give due consideration to any new build / major upgrade to incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g., handrails).

Improving the delivery of information to SEND pupils

- We provide information in large print for students who may have difficulty with standard forms of printed information.
- We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

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

A. Action Plan

1. Improving access for SEND pupils to the school curriculum.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure all lessons provide opportunities for all pupils to achieve	INSET training Lesson observations/QA Barriers to learning for specific SEND pupils are known by all staff. Pupil Support Plans SEND Spotlight/Focus Fortnights.	Ongoing As required	SENCO	All pupils progress within lessons
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Pupil Support Plans for SEND pupils when required Information sharing with all agencies involved with child Ensure medical care plans are in place Ensure correct procedures for storage and administration of medicines are in place.	Ongoing As required	SENCO First Aid School Nurse	All staff aware of individuals needs Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure support staff have specific training on disability issues	Appraisal process to identify training needs and appropriate CPD put in place.	September Mid-year review	SENCO Assistant SENCO	Raised confidence of support staff Effective support in place – monitored through appraisal process and QA.
Ensure specialist advice and support is accessed and shared	Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum e.g. occupational therapy, hearing impairment	Ongoing As required	SENCO External agencies	School access specialist advice and support as appropriate to individual needs. All pupils progress within lessons and achieve their full potential.

	services, visual impairment services, and Child & Adult Mental Health services as necessary.			
Use ICT software to support learning	Make sure software installed where needed	Ongoing As required	SENCO External agencies Network Manager	Wider use of SEN resources in classrooms. Improved access for SEND students.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness			All pupils are able to access all school trips and take part in a range of activities

2. Improving access to the physical environment of the school

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
The school is aware of the access needs of SEND pupils, staff, governors, parent/carers and visitors	To create access plans for individual SEND pupils as part of the IEP/EHCP process when required Be aware of staff, governors and parents access needs and meet as appropriate e.g. disabled parking spaces, ramp access Consider access needs during recruitment process	As required Induction and ongoing if required Recruitment process	SENCO Headteacher Headteacher	Pupil Support Plans in place for SEND pupils and 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

Layout of school to allow access for all pupils to all areas	Consider needs of SEND pupils, parents/carers or visitors when considering any redesign Consider rooming – when required, lessons to be accessible on the ground floor	As required	Head/ Governors/ Caretaker and School Business Manager	Purpose built school buildings usable by all
Ensure all SEND pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept		All SEND pupils and staff working alongside are safe in the event of a fire

3. Improving the delivery of information to SEND pupils

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Attitudes to difference, equal opportunities and discrimination	Promote positive values through our Personal Development programme to ensure a positive attitude to equal opportunities	On-going	Assistant Headteacher (PD) SENCO Teachers	Pupil voice feedback reflects the impact of equal opportunities in education.
Ensure all pupils / parents have access to information in different formats if needed.	Use of symbols, large print, braille etc if needed Class Teachers to be aware of parents with literacy needs	Ongoing, as required	SENCO	All pupils and parents can access information
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	All pupils and parents can access information.
Languages other than	Some welcome signs to be multi-	As required	SENCO	Confidence of parents to access their child's

English to be visible in school	lingual			education
Provide information in other languages for pupils/parents with language barriers	Access to translators, sign language interpreters to be considered and offered if possible			Pupils and/or parents feel supported and included

Physical Access Audit

Item	Issue	Yes	No	N/A	Action Plan
	Furniture				
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			
	Emergency Access				
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	x			PI - Fire exits have ramps. But where not available portable ramps

	use all the fire exits from areas to which they have access?				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			
	Parking and Approach				
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			
	Entering the main building				
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		Portable ramp available
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,		x		VI - All external steps to be painted with a contrasting yellow colour on

	do the internal steps have contrast colour edgings?				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 user?		x		
	Entrance Doors				
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.
	Inside the building				
29	Is there a reception desk/facility in the	x			

	building, is it clearly and logically placed				
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
33	Is the floor surface free of any access of tripping hazard?	x			
	Visual Aids				
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 disorientating for students with disabilities?		x		VI - SBM to include in workplace assessment and add to school action plan.

Learning and Access Audit

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	x			

	to meet individual needs so that children and young people make good progress?				
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 allow for additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	x			
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 available to staff, students and parents in a way that is user friendly for all people with disabilities?		x		PI/VI/HI - Parents to be informed that materials can be made available in differing formats or languages as required.

Conclusion/Opinion

	Having looked at the school's facilities, do you think the building has reasonable access?	x			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. The addition of the ramp between the two playgrounds (summer 2025) has reduced any obstacle experienced when moving around site between buildings, however a staff member would still be required for site exit/entry. 2. As noted above any classroom on the second floor in block B, N, T
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					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. 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. 4. Adapted toilets are available across the school site. 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). Clear school reception signage now in place.
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