

North Baddesley Junior School

“Respect. Aspire. Resilient”

“Be kind, dream big, keep going!”



Accessibility Plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At North Baddesley Junior School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

North Baddesley Junior School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The North Baddesley Junior School 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 practicable. The Accessibility Plan contains relevant and timely actions in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Embed the school's values of Respect, Aspiration and Resilience by ensuring pupils encounter diverse role models, accessible learning opportunities and high expectations for every learner.	The school's values of Respect, Aspiration and Resilience are embedded throughout school life, promoting an inclusive culture where every pupil is valued and encouraged to achieve their full potential. The curriculum includes diverse and representative texts, learning experiences and role models that celebrate disability, neurodiversity, different cultures and backgrounds. Teachers use adaptive teaching strategies and reasonable adjustments to ensure all pupils can access learning and participate fully. Pupils are encouraged to develop respect for others through PSHE, RE, assemblies and the wider curriculum, challenging stereotypes and promoting equality.	Continue to develop an inclusive curriculum that reflects the school's values of Respect, Aspiration and Resilience, ensuring all pupils, including those with disabilities and additional needs, can participate fully, achieve highly and see themselves represented within their learning.	Audit curriculum resources to ensure diverse and authentic representation. Continue staff CPD on adaptive teaching and inclusive practice. Review enrichment opportunities to ensure equitable access. Monitor pupil voice and participation.	- Reviewed termly by SLT * Reported to governors through Headteacher report.	Termly review and updates from all stakeholders	Inclusive teaching evident through learning walks and book scrutiny. Curriculum reflects diverse and representative role models. Positive pupil voice demonstrates pupils feel included and valued. Increased staff confidence in inclusive practice. High participation of pupils with SEND in wider school life. Governors receive annual evidence of progress against the Accessibility Plan.

	High expectations are maintained for all learners, with appropriate support to enable every child to succeed academically, socially and emotionally.					
Increase access to the curriculum for pupils with a disability and/or sensory impairment	Staff receive regular professional development to strengthen inclusive teaching practices and improve accessibility across the curriculum. Pupil voice is valued and used to inform decisions about inclusion, accessibility and curriculum development. A wide range of enrichment activities, clubs and leadership opportunities are accessible to all pupils, supporting participation and aspiration. • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a	To review and embed further opportunities within our curriculum to demonstrate examples of people with disabilities. CPD programme of support for all staff developing greater awareness of accessibility and inclusivity within the curriculum. To evaluate our text drivers to ensure that we teach and offer books that include characters with a disability	Curriculum review to demonstrate that it is inclusive and representative Review websites of charities that support people with disabilities and neurodivergence and seek information to share. Audit of books to include characters with a disability,	Curriculum Managers/SLT SENCO	Review Annually/Book Looks/Pupil Voice	Inclusive teaching evident in learning walks and book scrutiny. Appropriate reasonable adjustments consistently implemented. Pupils with disabilities and/or sensory impairments make good progress from their starting points. Positive pupil voice demonstrates pupils feel included and supported. High participation in clubs, trips and wider school opportunities. Staff demonstrate confidence in inclusive practice

	disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	and/or sensory impairment	and preferably those written by authors with disabilities or neurodivergence	English Lead		following CPD.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To review the signage and visibility of our disabled parking bays Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.	Review accessibility during refurbishment and expansion projects. Maintain accessible parking, toilets and step-free access. Complete annual accessibility audits. Review fire evacuation plan regularly. PEEP's reviewed and training in place if needed to support children who need a PEEP.	Site manager HT & Site Manager	July 2027	There are no issues accessing the school. Evidence that appropriate considerations have been made wherever physical school improvements are carried out.

Improve the delivery of information to pupils, staff, parents and visitors with disabilities.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources	Ensure information is accessible, timely and available in a range of formats so that all pupils, families, staff and visitors can fully engage with school life. Make available prospectus, information for parents in alternative formats when specifically requested. • Braille • Induction loops Pictorial or symbolic representations	Review all current publications and promote the availability in different formats when specifically requested. Continue to develop an accessible website. Provide translated and alternative formats on request. Use accessible digital documents. Promote interpretation services where required.	Senior Admin Officer	November 2026	Ease of access for all site users.
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4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy