



Accessibility Plan

September 2021 – September 2024

1 Statement of Intent

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality Act 2010, a person has a disability if;

- They have a physical or mental impairment and
- The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document for schools. The plan should be reviewed every three years and approved by the Governing Body. The review process can be delegated to a Governing Body committee and so the Plan will be reviewed and monitored by the Headteacher and Senior Leadership Team alongside the Finance and Premises Committee at Baines Endowed.

In our school, we believe that children should feel safe and happy and confident enough to reach their full potential. Baines Endowed are committed to ensuring that we work together to provide a caring and motivational environment where children are able to thrive.

The Baines Endowed Accessibility Plan, which is structured to support the school's Equality Policy, has been drawn up based on the current information we have regarding pupils, parents, staff and Governors. The intention of this document is to provide a three year plan which will be reported upon annually highlighting progress and outcomes.

Baines Endowed is committed to providing an environment that enables full access to the curriculum. We will ensure that this includes all pupils, parents, staff and visitors regardless of their needs. We are committed to developing a culture of inclusion and support within our school.

The Accessibility Plan highlights how access is to be improved for pupils, parents, staff and visitors to school giving a timeframe to work towards. It relates to the curriculum, medical needs, disadvantaged children and families and the need to understand and respect differences.

The school will take part in whole school training on the importance of raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the policies listed below.

Teaching and Learning Policy

Behaviour Policy

Emergency Plan

Equalities Policy

Health and Safety Policy

Special Educational Needs and Disability Policy

School Prospectus

Equality impact in school will be undertaken when school policies are reviewed each year. The Governor's Finance and Premises Committee Terms of Reference will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Plan will be monitored through the Governor's Finance and Premises Committee.

The Plan may be reviewed by Ofsted during an inspection process.

2 Aims and Objectives

Our aims are:

Objective 1

To improve the achievement of children from families eligible for Pupil Premium funding and from disadvantaged homes.

Objective 2

To ensure that children with SEND are fully supported to access the full curriculum and are able to successfully transition to High School.

Objective 3

To improve the achievement of children with SEND through ensuring support to access a creative curriculum.

Objective 4

To ensure that the medical needs of the pupils are met fully within the capability of the school.

Objective 5

To promote understanding and respect for differences.

These are all detailed further in our Accessibility Plan below.

3 Current Practice

We always ask new families for any information regarding SEND or medical needs for their child when they start at Baines Endowed, as well as asking parents of children who join Baines from other schools part way through their education.

For children in school already, we write Care Plans, collect updated information regularly and have an open door policy. We have Parents' Evenings twice a year as well as a Meet the Teacher evening.

Subject leads will ensure, in accordance with our aims above, that there is access to the curriculum for all children, including out of school activities.

Parents and carers are able to share their views on Parent View and through Parental Questionnaires.

The Physical Environment

All pupils are able to take part in extra curricular activities and they are encouraged to do so. Baines Endowed staff are eager to adapt these activities so that they are inclusive for everyone and they are always open to new suggestions from specialist teachers.

All children are actively encouraged to attend trips in school where SEND/medical needs would be catered for. Risk Assessments completed for all trips will include specific details of any children with SEND or medical needs.

The Curriculum

All children are actively encouraged to participate in all areas of the curriculum. Again all staff are experienced at adapting the work and providing resources and equipment to cater for all the needs of the children and again will contact outside agencies for additional support with this.

Medical needs which may affect the participation of pupils ie epilepsy or diabetes are addressed through Care Plans, and relevant policies, such as the Administration of Medicines and the Intimate Care Policy.

Pupil Voice

Different forms of communication are made available to the children so that they can all express their opinions and hear the different views of others. We do this through the PSHE curriculum, Circle Time, The School Councillors, discussions with their own class teachers and planned discussions with the Subject Leads in school.

4 Access Audit

The school is a single storey building with access to all classrooms through external doors, on one level or with a ramp, which are all accessible to wheelchair users.

The internal doors are also wheelchair accessible and we have a disabled toilet with handrails and an emergency pull cord on the KS2 corridor.

Main parking for parents is on the road, but there is a designated disabled parking space in the school car park which parents are able to use. From the road and the car park, there is access to the main entrance of the school which is available for parents/carers who use a wheelchair or who are disabled badge holders
The school has internal emergency signage and escape routes are clearly marked.

5 Management and Implementation

Whenever a new situation arises in school we will :

- Consult with experts and specialists in that field.
- Work closely with the Local Authority.

Signed _____ A G Finney – Headteacher

Signed _____ Ian Fogg – Chair of Governors

Written September 2021

Review date – September 2024

Baines Endowed Accessibility Plan 2021 - 2024

Targets	Target Group	Strategies	Timescale	Monitoring and Evidence
<p>To improve the achievement of children from families eligible for Pupil Premium funding and from disadvantaged homes.</p>	<p>Pupil Premium Monitor socio demographic across the school</p>	<ul style="list-style-type: none"> • To track individual children in school, focusing on Reading, Phonics and Spelling. • Ensure intervention in small groups takes place. • For teachers and English Lead to monitor progress termly. • Provide enrichment for these children through the creative curriculum. • Ensure all staff are trained to teach intervention competently and efficiently order for children to make progress. 	<p>September 2021 - ongoing</p>	<ul style="list-style-type: none"> • Assessment lead to track data from Lancashire tracker for specific groups and sub groups. • Assessment lead to ensure all staff know about groups of children. • Assessment lead to feed back to Governors through Learning and Achievement Committee meetings. • English Lead to monitor this group and moderate learning. • SLT, subject lead and staff moderation.

<p>To ensure that children with SEND are fully supported to access the full curriculum and are able to successfully transition to High School.</p>	<p>SEND Register</p>	<ul style="list-style-type: none"> • Regularly review the staffing strengths in order to support specific children. • Apply for statutory assessment • EHCP funding where possible. 	<p>September 2021 - ongoing</p>	<ul style="list-style-type: none"> • SEND children to access timely intervention. • SEND children to access Educational Psychologist and other outside agencies in a timely manner.
<p>To improve the achievement of children with SEND through ensuring access to a creative curriculum and after school activities.</p>	<p>SEND register EHCP</p>	<ul style="list-style-type: none"> • To ensure each class develops a creative curriculum which interests all members of our school community and which can be accessed by everyone. • To encourage out of school activities which all members of the school community can access or accommodated. • To track individual children in school, focusing on Reading, Phonics and Spelling. 	<p>September 2021 - ongoing</p>	<ul style="list-style-type: none"> • SLT, Diversity Lead, SENCO Team and staff will have ensured that the curriculum is accessible to all. • PE lead, SENCO Team, Diversity Lead and all staff to have organised out of school activities accessible to everyone. • SENCO Team and Assessment Lead to track data from the Lancashire

		<ul style="list-style-type: none"> • Ensure intervention in small groups takes place. • For teachers and English Lead to monitor progress termly. • Provide enrichment for these children through the creative curriculum. • Ensure all staff are trained to teach intervention competently and efficiently order for children to make progress. • To ensure appropriate SEND training takes place for staff. • To liaise with specialist teachers and outside agencies to enhance the provision further. 		<p>Tracker for specific groups and sub groups.</p> <ul style="list-style-type: none"> • SENCO Team and Assessment Lead to work closely with all staff. • SENCO Team and Assessment Lead to report back to Governors through the Learning and Achievement Committee. • SLT, SENCO Team and staff moderation. • SENCO Team to monitor children on SEND register closely and ensure specialist teachers are readily available for advice. • Curriculum adapted, designed and developed to meet the needs of children with SEND.
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<p>To ensure that the medical needs of the pupils are met fully within the capability of the school.</p>	<p>Pupils with medical needs</p>	<ul style="list-style-type: none"> • To speak and liaise with all parents who have children with medical needs. • Ensure all Care Plans are regularly reviewed. • Identify any additional training needs for staff. 	<p>September 2021 - ongoing</p>	<ul style="list-style-type: none"> • All children with medical needs will have a Care Plan that is reviewed at least once a year. • SENCO Team and staff to regularly liaise with parents regarding medical needs in school. • Meetings with parents as and when necessary to monitor the needs of the child. • Timely updates to be given to staff by parents. • Timely training given to staff to ensure all medical needs are catered for to the best of our ability in school.
<p>To promote understanding and respect for differences.</p>	<p>All pupils</p>	<ul style="list-style-type: none"> • To develop the PSHE curriculum to ensure this is being covered. • Anti-bullying and Anti-Bullying Ambassadors. 	<p>September 2021 - ongoing</p>	<ul style="list-style-type: none"> • Anti-Bullying log. • Behaviour log. • Racial Incident log. • All noted on CPOMS

		<ul style="list-style-type: none">• Behaviour Policy.• Equality Policy.• British Values and PREVENT Policy.• Assemblies.• SRE Policy.		
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