



CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Badsworth C of E J&I School
Accessibility Plan
2025-2028
Reviewed Sept 26

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Disability Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

As defined by the Equality Act, we understand a person with a disability to be identified as follows: 'A person who has a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months'.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day to day activities is adverse, substantial and long term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairments affect normal day to day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- **Awareness** - Improving awareness of Equality and Inclusion by building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Physical facilities** - Improving access to the physical environment of the school, adding specialist facilities as necessary, to secure access for pupils, staff, parents and visitors. This covers improvements to the physical environment of the school and physical aids to access education.
- **School Curriculum** - Increasing access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life, as the able-bodied pupils. 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.

- **Communication of Information** - Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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
- **Support services** – access to services within and external to the school to support families where a disability is identified.

Awareness

Process for identifying barriers
• Observations of learning • Feedback from pupils, parents, staff and visitors • Curriculum and provision review • Feedback from external agencies • Drop-ins and Planning meetings external agencies • Governor visits
Current Provision
• Pupils/Staff made aware of needs of specific children e.g why some children use coloured overlays / paper • All staff aware of the children who are on 'Supporting Me To Learn Plans', Educational Health and Care Plans, 'My support Plans' in their class

- TA's attend meetings with SENDCo to update on SEN children
- SENDCo feeds back to staff in staff meetings regarding SEN children on role

Objectives for improvement

- Teachers to adapt, model and scaffold their teaching strategies to children with SEN needs
- Continue to make children aware of disabilities which affect individuals both in both and the wider community during collective worships and PSHE lessons
- Support and training for children with SEMH, linked to trauma
- Assessment judgements to meet the child's level not year group

Physical facilities

Process for identifying barriers

- Site inspections by relevant personnel (Headteacher, Caretaker, SENDCo, SEND Governor, Health and Safety Governor) and if issues identified action planning to follow
- Feedback from users of the school site via annual questionnaires to all stakeholders
- Observations of the use of the school site and facilities
- Needs review for the enrolment of pupils with SEND through discussions with the Headteacher, SENDCo and professional/s involved with the pupil
- Review of Statements/Education, Health and Care Plans, support plans and / or SMTLP's for pupils with SEND

Current Provision

- Disabled parking bay
- Wheelchair access via ramps / slopes to all parts of the site
- Disabled toilets in main school, junior block and mobile classrooms
- Portable toilet step, support frame for toilet, 2 adapted chairs, sloping desktop, sensory cushion available

Objectives for improvement

- Hearing Loops installed as and when required
- Visual fire alarm system as and when required
- Classroom adaptations as and when required
- Note on SMTLP's for pupils with a disability impacting their ability to leave the building without support from an adult in the case of a fire
- Accessibility audit to be completed

School Curriculum

Process for identifying barriers

- Monitoring of class teaching, planning, support groups, use of TAs and impact on progress
- Data analysis by teachers, subject leaders and SMT at termly assessments points and through pupil progress meetings
- Review of Statements/Education, Health and Care Plans, support plans and / or Supporting Me to Learn Plan's for pupils with SEND
- Feedback and input from parents at consultation meetings
- Feedback from external agencies when supporting pupils in school
- Governor visits

Current Provision
• Provision of appropriate aids for specific pupils e.g coloured reading rulers, workbooks, wobble cushions, fidget toys. • Intervention groups (see provision map and monitoring interventions record) • Set of Chrome books for classroom use • Training given from WISENDSS – Reading and Language strands, Horizons programme, Autism training • Support given from CIAT to input communication strategies • Support given by Educational Psychologist for assessing learning difficulties and transitions within school
Objectives for improvement
• Deliver/access training externally, at INSET, through staff meetings or at class level matched to the priorities determined by current school population (Autism, visually impaired, ASD, Dyslexia, SEMH) • Continue to audit attendance of school clubs by pupils with SEND to ensure full access. School to pay for support staff to accompany child to club if necessary • Purchase SEN resources to enable full access to the curriculum as and when required

Communication of information

Process for identifying barriers
• Feedback from pupils, parents and other stakeholders - verbal, email, questionnaires • Feedback from external agencies • Review of Statements/Education, Health and Care Plans, support plans and / or Supporting Me to Learn Plan's for pupils with SEND

- Monitoring the impact of communication streams in ensuring pupil and parent understanding and participation

Current Provision

- Quarterly review meetings of pupil progress with parents and child (SMTLP meetings)
- Use of CAF process (if appropriate) to share information about pupils and improve communication between outside agencies
- Sign post parents to support agencies if appropriate
- Home/school communication books
- Noticeboards around school display information for parents
- Updated website information
- EHCP/MSP meetings
- Drop in's
- Planning meetings
- Early help hub

Objectives for improvement

- Update and review whole school provision map
- Review parents' survey format to ensure questions around SEND are included

Support Services

Process for identifying barriers

- Review of Statements/Education, Health and Care Plans, support plans and / or Supporting Me to Learn Plans for pupils with SEND
- Advice from external agencies
- Requests made/ needs identified by pupils or parents through discussions, observations , feedback
- Keeping up to date with local, county and National providers of support e.g. Local parent support groups

Current Provision

- School website explains school's part in Wakefield's 'Local Offer'
- Excellent links with external support agencies, email, phone calls
- Educational Psychologist, Learning Support and CIAT teacher drop in sessions three times a year and planning meetings twice a year
- Sign post parents to a range of support agencies
- Regular review of SEND register
- SMTLP's identify services involved with a child
- HLTA providing 'nurture sessions' for identified pupils
- CAMHS – give 1-1 and group support to identified children
- Early help hub

Objectives for improvement

- Continue to review 'My Support Plans' and EHC Plans for children with more complex or significant needs, in line with the Code of Practice (2014)
- Regular meetings with HLTA to review nurture sessions
- Look at opportunities to provide training for HLTA's/TA's
- Whole staff training on interventions

- Monitor use of SMART targets in line with SMTLP
- Review assessment for children with SEN needs/ use Wakefield Progression Steps and provide work matched to year group they are assessed in.

This plan will be monitored by the governing body, the Head Teacher and the SENDCo.

 THE CHURCH OF ENGLAND Diocese of Leeds	The Designated Senior Lead (DSL) for Safeguarding & Child Protection is the Headteacher, Jenny Griffiths, supported by Dominique Jenkins EYFS and KS1 Team Leader and Designated Safeguarding Leader for Early Years. Social Care Direct 0345 8 503 503
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