



BAWB Federation Accessibility Policy and Plan

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Reviewed by:	Vicky Collins
Date adopted by the Governing Board:	27 th February 2024
Governing Board Committee:	School Improvement
Link Governor (if appropriate):	Hayley Hollands Wilkins
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Date next due for review:	February 2027

Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Distinctive Christian Vision

This policy has been written and/or adopted with our Christian Vision in mind:

**Inspired by the [compassion](#) of the Good Samaritan, we:
treat one another with [respect](#) and [kindness](#),
using [courage](#) and [creativity](#) to help us as we grow and learn.**





Introduction

This plan outlines how The BAWB Federation aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

Aims

The BAWB Federation is committed to providing an inclusive environment for all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a positive culture of awareness and opportunity for all.

Our key aim is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

Specifically, this plan aims to, over time:

- 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.

Employees with disabilities:

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Day-to-Day Strategies and Implementation

- Comply with the DDA through provision of policies covering SEND and Inclusion, Safeguarding and Child Protection
- Recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils, following the key principles of the National Curriculum and EYFS Framework
- Set suitable learning challenges and targets, responding to pupils' diverse learning needs, to overcome potential barriers to learning and assessment for individuals and groups of pupils
- Seek and follow the advice of LA services, such as specialist teacher advisers, SEN professionals and health professionals
- Provide teachers and teaching assistants with the necessary training to teach and support disabled pupils (e.g. improving awareness that disabled pupils may tire more quickly than their able peers due to physical/mental effort expended in order to keep up; improve understanding that disabled pupils may not



be able to engage in particular activities/may need significant adjustments, for example some forms of exercise in physical education)

- Ensure classrooms are organised for disabled pupils and ensure that lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity
- Provide access to technology/equipment appropriate for pupils with disabilities
- Make school visits accessible to all pupils irrespective of attainment or impairment, removing all barriers to learning and participation

Role of the Headteacher and the Governing Body

The role of the headteacher and Governing Body is to ensure that access to the curriculum, the physical environment and to information is compliant with the DDA and as effective as possible.

- Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises (such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings)
- Ensure access for all pupils in the following areas: academic, sporting, play, social facilities, classrooms (including external classrooms), the hall, the library and playgrounds
- Support any pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities
- Ensure pathways of travel around the school site and parking arrangements are safe, routes are logical and well signed and that emergency and evacuation systems are set up to inform all pupils, including pupils with SEN and disabilities
- Ensure visual signing is clear to all pupils with disabilities, that all areas are well lit, and that furniture and equipment is selected, adjusted and located appropriately
- Provide information in alternative formats when required or requested (including information in a simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information)
- Ensure that staff members are familiar with technology and practices developed to assist people with disabilities
- Ensure that, where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school will provide reasonable adjustments

Improving Access to the Physical Environment

Target	People responsible	Success Criteria	Complete
Ensure all building work complies with DDA guidance	EHT / Senior Administrator	All new building work is fully compliant with DDA guidance.	Yes (ongoing)



When needs of prospective pupils are assessed, consideration is given to how the physical environment of the school site can be modified to make it accessible, when necessary.	EHT / Governors / SENCo	The needs of prospective pupils are met whenever possible and reasonable.	Yes (ongoing)
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Improving Access to the Curriculum

Target	People responsible	Success Criteria	Complete
Ensure all staff members have access to specific training on disability issues, where relevant.	EHT / Senior Administrator / SENCo	Raised confidence of staff increases pupil participation. Ongoing needs of pupils are fully met.	
Provide specialist equipment and resources to promote participation in learning by all pupils. Assess the needs of the children in each class and provide equipment as needed and as advised by specialists.	EHT / SENCo	Pupils benefit from resources enabling them to access the curriculum offer.	
Ensure all educational visits are accessible to all.	EHT / SENCo / EVC	By carefully planning and risk assessing educational visits, all pupils are able to participate fully. All pupils enjoy and achieve during educational visits.	
Ensure disabled children participate in after school and lunchtime activities. Monitor participation (and potential barriers to participation) so that everyone has opportunity to take part in clubs.	PE Leader	All pupils have opportunities to take part in extracurricular activities.	
Termly assessment of additional needs / intervention planning	EHT / SENCo / Class Teachers	Termly (and sometimes half termly) evaluation of provision enables all learners to make good progress.	
Training for teachers on provision for children with SEND	EHT	Strategies are explored through staff meetings and professional dialogue.	
Staff training to meet individual medical needs of pupils, where applicable.	EHT, Senior Administrator	Medical training is provided for all staff, as required.	

Improving Access to Information



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools

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We treat one another with respect and kindness,*

We treat one another with respect and kindness, using courage and creativity as we grow and learn.

Executive Headteacher: Ms Vicky Collins

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Target	People responsible	Success Criteria	Complete
Review information to parents to ensure that it is accessible.	Senior Administrator	Information is easy to access and easy to read	
Ensure that parents with disabilities are able to access school events, such as parent meetings and performances.	EHT / Senior Administrator	Parents with disabilities are able to access school events. Consideration of needs and a solution-oriented approach help to ensure inclusion.	
Understand the needs of pupils and ensure that information is available in relevant formats, as required. <ul data-bbox="155 772 644 875" style="list-style-type: none"> <li data-bbox="155 772 644 792">• Large print <li data-bbox="155 797 644 817">• Braille <li data-bbox="155 822 644 842">• Pictorial or symbolic representations 	EHT / SENCo / Class Teachers	Information is provided in formats that work well for all learners.	