

Accessibility Plan 2023-2024

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

- Our setting:
 - recognises and values the young person’s knowledge/parents’ knowledge of their child’s disability
 - recognises the effect their disability has on his/her ability to carry out activities
 - respects the parents’ and child’s right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate
- The setting aims to ensure that all pupils can achieve regardless of their background, special educational need or disability

Our accessibility plan aligns with these principles and should be read in conjunction with the following policies/ documents:

- SEN policy
- SEN Information Report
- Medical Needs Policy
- Equality and Diversity Policy
- Behaviour Policy

Financial Planning and Control

The Head Teacher, Senior Leadership Team (SLT) and the Finance & General Purposes Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All stakeholders are consulted as part of the co-production of the accessibility policy	Accessibility plan co-produced with students	SENCO	S		Completed annually as part of school planning processes from 2023
	Parents consulted with regarding the priorities for the accessibility plan	SENCO	S		

Access to the Physical Environment

Buildings are physically accessible, with ramp access to the main reception and lifts available in both buildings. Disabled parking spaces are also provided. Accessible toilets are provided throughout the site, and available on each floor. Classrooms are wheelchair accessible, with height adjustable spaces in science and DT classrooms. Sensory and hygiene rooms are also available in the main building.

Accessibility will continue to be prioritised, with the needs of staff, pupils and visitors with disabilities considered in any future building works or refurbishments. To further support accessibility, we have the following action points:

Access to the Physical Environment - Statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure all students, parents and visitors can access and navigate the building with confidence	Ensure adequate signage and external access for visually impaired people	Business Manager / Site Manager / SENCO	M/L		New block will require rethinking of signage across the site
To ensure that evacuation procedures include a visual warning for hearing impaired students	To include a visual warning in the event of a fire alarm sounding	Business Manager / Site Manager	L		When required
To ensure hearing impaired students can access whole year or House assemblies and events	To install a hearing loop system within the main hall	Business Manager / Site Manager	L		When required

Ensuring Inclusion in the School Community

Student voice is prioritised at Baysgarth, with a focus on ensuring these activities are inclusive across student groups. Where necessary, liaison between trip leads and the inclusion and SEN teams is undertaken, and additional supervision provided. Health Care Plans are also in place where needed, to outline the inclusive measures required to make community events accessible. Furthermore, enrichment programmes such as Inspire include the entire student body, with adjustments made to ensure accessibility for all. To further our inclusive aims, we have the following action points:

Ensuring Inclusion in the School Community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All students have equal access to enrichment opportunities	Analysis of culture passports half termly and support / intervention implemented to ensure access to all aspects of enrichment programme	SENSOs	M		
	Trip Leaders to meet with SENSOs prior to announcing trips to students to discuss relevant reasonable adjustments needed	Trip Leaders / SENCOS	M		
	CPD provided for all Trip Leaders on supporting SEND students	SENCO / Assistant SENCO / EVC	S		
All SEND students are well supported with their mental wellbeing	CPD completed on supporting neurodiverse students with mental health	BEM	M		
	CPD provided to all staff on supporting neurodiverse students with their mental health	BEM	L		

Access to the Curriculum

Baysgarth School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate. In this, the school aims to ensure that all pupils can achieve regardless of their background, special educational need or disability. To further these aims, we have the following action points:

Access to the Curriculum - Statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All SEND students regularly participate in PE and enjoy it	SENCO and HOF PE co-construct PE DIP with clear outcomes for the participation rate of SEND students	SENCO / HOF PE	S		
All teaching staff are confident in how to support students' needs within the classroom	Pupil profiles updated following feedback from staff	SENCO	S		
	Quality assurance processes include a focus on the support provided to SEND students and the implementation of their individual profiles	All leaders	S		
	CPD on specific additional needs and supporting strategies provided as part of universal CPD	SENCO / Assistant SENCO	S		
	Target setting and reviews involve all teachers of a student, with a clear quality assurance process to support high quality feedback	SENSOs	S		
	Regular student surgeries to be held regarding complex students to ensure best practice is shared between teaching staff	Assistant SENCO	S		

Access to Information, Advice and Guidance

Parents are regularly involved in reviewing information relating to their child’s needs. Policy information is available in hard copy from reception or on the school’s website. We are happy to adapt information formats to meet individual needs as requested. Communication with key teams in school is available to offer additional information and guidance as required. Additional support services are also provided on the website.

To further support access to information and guidance, we have the following actions:

Access to Information, Advice and Guidance - Statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All SEND students develop employability skills	SEND students and parents to receive bespoke information about Gateway and how the curriculum supports employability	SLT / SENCO	M		
	Preparation for Secondary School audit to inform curriculum planning and individual support	SENCO	S		
	Discover curriculum to embed employability skills and the 3Rs into social and emotional curriculum	HLTAs	M		
	KS4 Discover curriculum has specific preparing for adulthood activities mapped through	Assistant SENCO	M		
	All SEND students have a bespoke transition plan to post-16 option	SENCO / Employability Mentor	M		
	Travel training provided with targeted students	SENCO	M		

