



## **Accessibility Action plan**

**Batchwood School**

**2025-2028**

## **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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

We believe that it is right for all our pupils to achieve their full potential. The accessibility plan lays out ways in which we remove barriers for our pupils through adapting the physical environment, the curriculum, and the way we provide information. We will make reasonable adjustments to ensure equality of opportunity to the curriculum for all our pupils.

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.

## **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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association

3. **Action plan** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>1. Improving Participation in the Curriculum</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Effective communication and engagement with parents	RW	Bi Weekly emails from tutors to parents to update on progress Parents contacted by telephone to inform of positive Parents invited into school to review PSP status at least every 6 weeks until the plan ceases Annual parent consultation meetings with parents / carers Annual consultations EHCP / Annual Review meetings with SENDCo	Time allocated	In place and ongoing	Parents / carers fully informed about progress and engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	PB/KN SLT	Embed trauma-informed and attachment-aware practice across all classrooms (THRIVE) Continue targeted academic interventions (e.g. reading, numeracy) to close gaps Increase use of adaptive teaching strategies and scaffolding Use assistive technology where appropriate to support literacy and engagement Online resources for CPD shared with staff Ongoing guidance from specialists e.g. physiotherapists, OT Therapeutic Thinking training to ensure staff have the de-escalation scripts and communication skills required to assist pupils in crisis	Training time TA time allocated	In place and ongoing: Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained Accelerated progress for pupils accessing interventions
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	JW/JM	Strategic deployment of support staff / intervention teacher Purchase and allocate other resources as needed, e.g.: sloping boards for writing, chrome books, reading pens, chew / fiddle toys.	Specific apps to support learning on IT Other resources as required for	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed

			individual pupils		
Adaptations to the curriculum to meet the needs of individual learners	JW/JM	<p>Pastoral support, timetable adaptations</p> <p>OT programmes Speech and language therapy programmes</p> <p>Use of access arrangements for assessment / National tests</p> <p>Bespoke individual curriculum pathways are in place for those with additional needs</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	Occupational therapy / Sensory team	In place and ongoing	Needs of all learners met Enabling positive outcomes

All out of school activities and school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	KN	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils
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**2. Improving Physical Environment**

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets	MS/CD	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	MS/CD	<p>Designated disabled parking</p> <p>Wide doors and corridors</p> <p>Clear route through school</p> <p>Portable ramps are available</p>	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users

Maintain safe access around the interior of the school	MS/CD	Awareness of flooring, furniture and layout in planning for disabled pupils Improve signage and wayfinding to support pupils with anxiety or communication needs	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
Maintain safe access around exterior of school	MS/CD	Ensure that pathways are kept clear of vegetation / foliage	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
<b>3. Improve Access to Information and Communication</b>					
Availability of written material in alternative formats	JM/KN RW/JW (SLT)	Newsletter emailed to parent / carers Improve availability of information for parents – display appropriate leaflets for parents to collect Increase use of visual supports, timetables, and symbols for pupils Ensure communication with parents/carers is accessible and supportive Adapt written materials (e.g. large print, simplified text) where required Key content published on school website			

#### 4. Monitoring arrangements:

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