



# Bailey Green Primary and Nursery and Bailey's Butterflies

## Accessibility Policy

### **Introduction**

This policy has been written to ensure that Bailey Green Primary and Nursery school together with Bailey's Butterflies nursery meets the necessary requirements for accessibility for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

### **Contextual Information**

Bailey Green primary and Nursery school are situated in one large building and Bailey's Butterflies is in another building. You can access the nursery through the tunnel. There are centrally disabled toilets. We have access to school and nursery for wheel chair users and both Reception desks are low for the wheel chair user too. We have very wide corridors and wide doors to smooth access into school and classrooms. We have four classroom which are situated upstairs. If a child is unable to access the stairs we would move the class downstairs.

### **Bailey Green Primary school recognises its duty:**

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Not to treat disabled pupils less favourable for a reason related to their disability

This Policy sets out the proposal of Bailey Green School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- 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.
-

## Access Policy

---

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

**“They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities”**

This definition includes people with: hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues, incontinence, ADHD, ASD, downs syndrome, cystic fibrosis, asthma, diabetes and more.

Bailey Green School and Bailey’s Butterflies provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum.

- Setting suitable challenges for learning
- Responding to pupils needs
- Overcoming potential barriers to learning and assessment for individual groups of children

The purpose of this plan:

Our School is always looking, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase 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 are 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.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
  - Communicate to all staff that our policy for the provision of educational services ensures the inclusion of all people with access problems.
  - Provide disability awareness training for staff, as appropriate, which will explain the policy of the school towards people with access problems and the effective implementation of access improvements.
  - Address acts of disability discrimination through existing conduct codes, where appropriate.
-

- 
- Seek to ensure that suppliers and contractors on the school premises follow the school's guidelines as regards people with access problems.

In order to ensure that the services and care it provides effectively meet the needs of people with extra accessibility requirements, the school will:

- Consult with pupils, parents and staff who have particular access needs and with disability organisations.
- Plan to make access improvements to enable all people with access problems to use the school premises and services, and communicate these plans.
- Regularly review whether its education and other services are both accessible and effective, and take any appropriate action.
- Monitor the implementation and effectiveness of this policy.
- Operate an accessibility suggestions procedure whereby any people with access problems can make improvement suggestions or request assistance.

Attached to this policy are a set of actions plans showing how we will address the priorities.

All areas of the curriculum can be accessed by all pupils. At present we have no children using a wheelchair.

We currently have the following specific needs in school:

- Cerebral palsy
- ASD
- Dyslexia
- Development co-ordination disorder
- ADHD

We work closely with parents to ensure we have any up to date information on their child's needs. Parent meet with the class teacher three times across the year and if the parent requires additional appointments these can be arranged.

### **Curriculum planning**

In order to ensure that all children are catered for the Deputy Head oversees all of the curriculum and with the two SENDCo's ensures that the needs of every child are met.

We have Middle leaders/ Early Years leaders and nursery leaders to ensure they all manage their teams and discuss and children's needs.

Where necessary outside agencies are involved in the child's plan to ensure we get the best support.

The Headteacher, Deputy Headteacher and senior managers will ensure that the 2022-24 Accessibility plan is managed and implemented.

---

## Access Policy

---

The accessibility plan is available in a number of formats:

- Paper copy
- Via e mail
- Via the website