



Basildon CE Primary School

Accessibility Plan

Date of last review: March 2025

Date of next review: March 2027

Version: 2

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1. 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.

At Basildon CE Primary School and as part of The Downland Federation, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or social-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here.</p> <p>Our school has designed a curriculum that is accessible to all.</p> <p>Diversity is at the heart of our curriculum, leaders ensure there is representation of all protected characteristics throughout each area of the curriculum.</p> <p>We use a wide range of resources to support the needs of all students across the curriculum for example manipulatives in maths</p> <p>Attainment and progress of all groups of learners is tracked to ensure all students achieve their individual potential</p>	<p>All pupils should make good progress whatever their needs</p> <p>All pupils will be supported to receive the adaptations they need to access a full curriculum – Equity not Equality</p>	<p>Continue to Identify any pupils who are not making suitable progress and provide additional support</p> <p>Maintain and update SEN register termly</p> <p>Review SAPs at least termly and meet with pupils and parents to review outcomes and to set new targets</p> <p>Continue to provide training for staff to enable them to support a wide range of needs</p>	<p>Director of Primaries</p> <p>Head of School</p> <p>SENCo</p> <p>Class teachers</p>	<p>SAPS termly</p> <p>Adaptive teaching training – ongoing</p>	<p>All Pupils will make at least good progress. Progress will be monitored and recorded. All pupils will have a sense of belonging and achievement.</p>

AIM	CURRENT PRACTICE GOOD Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p> <p>Access to the newer part of the building</p>	Improve security of the site to protect vulnerable students especially in regard to the footpath.	Continue to work with West Berkshire to build a plan to resolve the footpath issue	<p>Director of Primaries</p> <p>Head of School</p> <p>SENCO</p>	ASAP when funding can be arranged	The site will be secure
Improve the accessibility of all areas of the school	The new block, hall and EYFS area have good levels of access	Improve the access to the old block and Yr 1 classroom	Continue to work with West Berkshire to build ramps, reduce thresholds between rooms to improve access	<p>Director of Primaries</p> <p>Head of School</p> <p>SENCO</p>	ASAP when funding can be arranged	The whole site will be accessible

4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- [Health and Safety Policy.pdf](#)
- Equality information and objectives (public sector equality duty) statement for publication
- [SEN Information Report Basildon.pdf](#)
- [Supporting Students Medical Conditions.pdf](#)
- PSHE/Policy
- Intimate Care Policy & Plan