School Accessibility Plan

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This plan 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as ' 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.

School Aims

• To provide a caring, friendly environment in which every child can flourish and feel a sense of belonging.
• To have high expectations in order to build a strong foundation for life in the areas of social, academic, physical and creative opportunities.
• To provide an environment, which actively looks for and celebrates individual achievements.
• To provide a secure and stimulating family atmosphere, which encourages supportive friendships between individuals.
• To foster a feeling amongst pupils of self worth, respect for other people and property.
• To foster a successful home/school partnership.
• To promote working links with the local community and to encourage greater involvement with the school.

Early Years Foundation Stage

This policy also applies to The Early Years Foundation Stage.

School Environment

We recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our pupils now and in the future.

Aims of the Accessibility Plan

The School acknowledges its duty towards pupils, staff (teaching and support), parents and guardians, Governors and members of the wider community who have a disability. Where pupils and prospective pupils are concerned, the School acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2001 (SENDA).

Ballifield Community Primary School is a non-selective school and admission to the school is managed by local authority.

Where it is practicable and reasonable, adjustments to the school to enable a prospective pupil to take up a place at the school will be made. The school is committed to providing these reasonable adjustments

The School may have a consultation meeting with the parents/guardians following assessment to define the reasonable adjustments the school is committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress.

School's Layout and Facilities

All teaching activities are carried out on the school site. In addition to the Main Building, there are 3 other buildings or areas that have been considered for access and these buildings or areas are of varying age and have differing issues in terms of accessibility.

The School's playing fields surround the site and in some areas the ground undulates resulting in certain difficulties with circulation around the site for wheelchair dependant people.

Due to the physical layout of the main school building, it is impossible to make certain areas fully accessible but has the will to make reasonable steps to improve access for both the disabled and able bodied of all ages. A pupil with restricted mobility is likely to be put at a disadvantage only in his/her access to certain classrooms. A pupil with severely restricted mobility may be unable to access some of the educational and recreational facilities that the school offers.

When the school goes off site, it may not be possible to transport a pupil in the hired coaches when bigger groups are travelling. Alternative ways of transporting children with physical disabilities will be considered when the need arises.

Accessibility Plan

Monitoring will be a constant process and the Headteacher and School Manager will make the necessary amendments and discuss planning, budget and other concerns.

The Finance, Premises and General Purposes Committee may raise action points and these will, in the main, be dealt with by the Headteacher and the School Manager. Information relating to Health and Safety will be fed back to governors in the relevant committee meeting with any specific points brought to their attention.

Disabled Pupils Participation in the School Curriculum

With consideration to the physical layout of the building, budget restrictions and reasonable expectations, the School will maintain and encourage the following:

Further development of the unified SEN and Disability policy throughout to include:

- Full disclosure of relevant information
- Annual needs reviews meeting with the SENDCO
- A commitment to training for staff to support any pupil with a disability.
- Access will be provided for specialist help to occur which is reasonable and practicable.

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. The headteacher will arrange for assessment to be carried out and will adapt the assessment papers and/or additional support to suit the pupil where reasonably practicable.

Improvements to the Physical Environment of the School

Improvement to the existing buildings will be governed by the long-term budget put aside for maintenance and improvement. There is an ongoing commitment to upgrade facilities to enable all pupils to work in a good, comfortable and safe environment, particularly by

replacing the aging temporary classrooms given the budget available.

• The School will continue to identify the areas where disabled access to the site may need to be improved if this is practicable.
• The School will, in its regular fire safety risk assessment, update any evacuation procedures. It will also consider whether a particular disability might compromise safety in event of a fire.
• Any new building will be constructed to be fully accessible to the disabled.
• All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
• Faulty lighting will be replaced within 24 hours wherever possible.
• Promote the good practice of the 'buddy' system to help pupils with disability.

Delivery of Information to Disabled Pupils

The School already caters for SEN and disabled children in many areas. The School will undertake to consider where budgets allow:

• For documents to be provided to prospective parents/guardians who have a son/daughter/ward with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so.
• All school documents will be available in large print format if requested
• To continue to provide INSET training for staff in order to support them in better communication with pupils with SEN or disabilities
• The School will plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities. Specific attention will be given to enable:
• Clear provision of images and text in a large print format
• The use of high-quality audio/visual material
• The easy dissemination of printed handouts of appropriate clarity

Schedule of Buildings

The age of the Ballifield Primary School is still recognised as being unhelpful in fulfilling obligations towards students, staff and parents/carers with disabilities involving mobility.

Main Building:

Our main building is a multi-level building with limited access and no lifts. A ramp is available for providing access to the dining room from the main school hall. There is no level access from Years 2 and 3 without going around the outside of the building and re-entering through Year 1 or Foundation Stage 2.

There is no available access, inside or outside, to the Library, Resources Room or both Year 4 classrooms.

School has investigated the possibility of lifts and additional ramps but due to the extremely cramped nature of the school site, it would be impossible to install additional access facilities without a major remodelling of the interior of the school.

Disabled toilet facilities are available in the main school building at the top of the entrance ramp.

Nursery Building:

Foundation Stage 1 has level access throughout although due to space constraints, there are no disabled washroom facilities.

Nurture Room:

Being recently built, this room is fully DDA compliant with appropriate toilet facilities and access available.

Participation in the school curriculum for disabled students

As far as any disability allows, all students have access to, and participate in, the full school curriculum. Where a disability restricts participation in certain activities i.e. sport, classroom teachers work with the SENDCO to put together an individualised plan. These measures are subject to strict criteria agreed with the Deputy Head, Teaching and Learning.

Across the school other reasonable adjustments will be made to enable participation in the curriculum. Some involve adapting the classroom or corridor environment, some providing equipment, some adjusting the timetable or lesson plan. As a general principle we aim to allow the student to control their own adjustments, and only as a last resort would a support worker be introduced to bridge a gap to enable access.

Actions Completed to Date

In recent years we have:

- Provided level access to the majority of classrooms across school from the outside
- Converted the use of an area originally designated as a cloakroom for the classroom that is now F2, into a sensory room with DDA compliant toilets
- Provided handrails on the stairs throughout the main building
- Provided dedicated changing facilities within the Nursery Building
- Replaced the doors on the Nurture Room which provide more room for wheelchair access
- Changed access to the toilets with in Year 5 to be DDA compliant
- Changed the use of several small rooms throughout school to provided dedicated space for targeted interventions
- Invested in specialist IT software for SEN needs.
- Providing storage space for specific equipment, i.e. additional changing facilities and hoists

This has concluded all possible actions that can be taken within the restrictions of the current floor plan and design of the school. This has been acknowledged by the Local Authority's architects.

Issues Outstanding

- Providing level internal access to all areas

No specific action plan has been drawn up for these actions as previous investigatory work identified that the issues cannot be addressed without significantly rebuilding a major part of the schools main building requiring significant investment beyond the schools available financial resources.

For these reasons there have been occasions when it has not been possible for pupils with significant needs related to mobility to be placed on roll.

Plan last reviewed:	August 2026
Next review planned:	August 2027
Approved by:	Governors