

The Bayleaf Hub Accessibility Plan

Approved By	
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Reviewed On	September 2025
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The Bayleaf Hub School, our values reflect our commitment to a school where there are high expectations for everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. The Equality Act 2010 requires all schools to have an accessibility plan.

The aims of our plan are to:

- Increase the extent to which pupils with disabilities can participate in the schools' curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to be included in all areas of school life.
- Improve the delivery of information to disabled pupils, parents and carers. The 2010 Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

The Accessibility Plan is structured to complement and support the school's Equality objectives and should be read in conjunction with the following school policies, strategies and documents: School Improvement Plan, The Equalities Policy, The SEND Policy, Curriculum Policies, Health and Safety Policy.

Accessibility monitoring activities showed current good practice: Increase the extent to which disabled pupils can participate in the schools' curriculum

- Teaching is adaptive to allow all children to access learning
- Interventions are planned and progress of children within them tracked
- Classrooms are organised to promote the participation and independence of all pupils
- SEND support plans are in place for children identified with SEND to provide an individual learning plan
- The school works in collaboration with outside agencies to ensure children can access learning and make good progress. For example; Occupational Therapy, Physiotherapy, Hearing Impaired team (HI), SALT, EP and OT.

- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to be included in all areas of school life.
- Corridors are kept clear from obstructions to prevent trip hazards for visually impaired pupils and those with a physical disability.
- Door handles and push plates are highly visible.
- Lights are checked regularly to ensure good working order.
- Equipment stored safely to avoid trip hazards.
- Classrooms are well lit and blinds are maintained to allow good lighting and reduce glare.
- Rooms are kept free from floor clutter to prevent trip hazards and ensure children with disabilities can access the rooms easily.
- Slope installed alongside the school exit to ensure accessibility for all pupils.
 - Pupils will be able to access the shower in the upstairs of Doveside House , if they become soiled or need a change of clothing.
 - Pupils needing wheelchairs will be able to access the downstairs toilet of Doveside House.
 - Staff will accompany pupils who need to leave the school building to the showers and disabled toilet when necessary. (see separate risk assessment)

Increase access to the curriculum for pupils with disability staff training in supporting pupils with SEND is regularly planned with a focus on key areas of need within the school; SLCN, ASD, VI, medical needs Referrals to outside agencies are made when necessary.

Reasonable adjustments will be made to provide specialist equipment to promote participation in learning by all pupils when necessary eg; headphones, writing slopes, pencil grips, orthopaedic cushions, tactile materials.

Reasonable adjustments will be made for children with disabilities to access school outings and after school clubs as required.

Children with disabilities are able to access the curriculum and make good progress from their starting points. All school activities are accessible to disabled pupils. Children with disabilities have access to specialist resources and equipment when necessary and reasonable.

Review

Policy will be reviewed by Head Teacher annually. Policy to be approved by the governing body.