



ACCESSIBILITY PLAN

Date of last review	July 2025
---------------------	-----------

Date of next review	July 2026
---------------------	-----------

Policy type	Statutory
-------------	-----------

Review period	Annual
---------------	--------

Committee	SI & Resources
-----------	----------------

Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' John 10.14

Our School Vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

Introduction

In line with our vision, Bayford School seeks to be an inclusive school and to be proactive in thinking ahead to anticipate and understand the barriers that all people, including pupils with disabilities and visitors, may face, taking active steps to minimise them so that everyone is fully included in all aspects of school life.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils can take full advantage of the education and extra-curricular activities offered by the school and that all staff, governors and visitors can access areas of the school and participate fully in the life of our community.

The plan is made for three years, but it is a rolling plan, reviewed annually by the governing body through the Resources and School Improvement committees.

The Governing Body will ensure, through the Headteacher, that all staff are aware of how the plan should be implemented in their specific areas of responsibility.

Access, inclusion and our vision

At Bayford School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We will constantly monitor, with a view to improving, the accessibility of provision for all pupils, staff and visitors to the school.

We acknowledge our duties and responsibilities in law, including the provisions of the Equalities Act and Disability Discrimination Act, and recognise that there will be a need for ongoing awareness training for staff and governors and that through the curriculum, assemblies and

other learning opportunities pupils should gain greater understanding of inclusion, diversity and disability issues.

We note that the Disability Discrimination Act describes a disability as 'physical or mental impairment which has a substantial and long term adverse effect upon the ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA (Disability Discrimination Act) substantial means more than minor or trivial'. Long term means has lasted, or is likely to last, more than 12 months.

This Accessibility Plan should be read in conjunction with the following:

- Inclusion Policy
- Behaviour Policy
- Safeguarding Policy
- Health & Safety Policy
- School Development Plan

Aims & Objectives

- To increase the extent to which all pupils, including those with a disability, can participate fully in the curriculum.
- To improve our physical environment to enable everyone to participate fully in the life of our community, and in particular to ensure that pupils with a disability can take full advantage of the education, facilities and services our school provides.

This plan is reviewed annually and informed by regular consultation with our wider community of parents, staff and pupils, as well as by guidance from outside agencies and advisors. It represents our striving to make all reasonable and timely adjustments to meet the needs of our school community, including those of staff, pupils and their families who are expected to join the school.

The plan contains specific actions to increase access to the curriculum, and wider school activities, for pupils with a disability.

Resources Committee Accessibility Plan 2024-2027

Area	Target	Action	Resources	Schedule	Outcome
Consultation	Gathering the views of our community to inform detailed planning	Resources Committee to set up a formal survey & questionnaire and encourage informal contributions	Staff and governor time	Autumn Term 2025 Begin in September with a formal report to the governing body meeting on 17 November 2025	Community engagement with accessibility issues & specific suggestions for future targets and projects
Fire and emergency safety	Evacuation and lock down procedures	Staff risk assessment for existing pupils	Staff time	Autumn Term 2025 (and annually)	All pupils are safe and have a clearly recognised procedure to ensure their safety. Staff to be aware of safe evacuation requirements for each pupil in their care.
Access to school site	Designated parking bay	Set aside the bay nearest the school entrance for use by people with mobility issues	Cost of signage and lining	Autumn Term 2025	The best possible access for people with mobility issues
Access to buildings	Marking of thresholds, steps and paths	Refresh or provide paint to access routes to school site, Entry and exit doors to the school and playground	Cost of paint and labour	Autumn Term 2025	Safe access for all people.
Equal access to sanitation	Disabled Toilet and shower in EYFS classroom	Clear the cubicle and ensure that the shower and	tbc	Autumn Term 2025	Equal access to sanitation

		WC are fully functioning and meet current standards			
Equal access to sanitation	Evaluate adult accessible WC provision	Resources Committee to investigate options with professional advice	tbc	Autumn Term 2025	Report to governing body on feasibility and costs
Estate audit	Renewed audit of school estate against current building regulations etc.	Resources Committee to set up a formal process including professional advice	Staff and governor time, other tbc	2026 Spring and Summer Terms: Reporting to final governors meeting of school year	New baseline assessment of school estate
Access to information: Web site	Review the compliance of the current site against best practice for access in all areas	Webmaster to review the site using audit tools and consultation with site users	Governor time	Summer Term 2026: Reporting to final governors meeting of school year	Improved access for all to online information from the school

School Improvement Committee Accessibility Plan 2024-2027

Area	Target	Action	Resources	Schedule	Outcome
Curriculum	Continue to develop range of resources that are accessible for pupils with learning difficulties	Designated lead staff to review resources in their curriculum areas	Time/training	On-going	Pupils with disabilities have increased access to the curriculum
Teaching	Teachers develop their knowledge of different teaching and learning styles	CPD Observations	Time/training	On-going	Teachers use multiple intelligence principles to suit a wide range of learning style. Higher attainment for pupils.
Skill building	All staff develop a range of skills to support pupils who have specific disabilities	Staff provided with relevant training relating to pupils with disabilities	Time/training	On-going	Pupils and staff gain greater understanding of disability issues.
Information	Improve and make information accessible to pupils with disabilities and their parents/carers	Use National and Local recommendations to develop plans to make information more accessible	National and local guidance to make information more accessible. Teaching and Support staff, parent and pupil feedback	On-going	Pupils with disabilities have greater access to information. School able to respond quickly to requests for information in various formats.