



Balksbury Federation Accessibility Plan

Introduction

Schools and LAs need to carry out accessibility planning for disabled children. These are the same duties as previously existed under the Disability Discrimination Act (DDA) 1995 and have been replicated in the Equality Act 2010. (www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

Under the Equality Act 2010, schools must have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment of schools to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA). This is replicated in the Equality Act 2010.

Definition of Disability under the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean:

- 'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'Long-term' means 12 months or more e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions e.g. arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

Principles

Compliance with the DDA is consistent with Balksbury Federation's aims and equal opportunities policy, and the operation of the Federation's SEND policy.

The federation recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled children in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled children less favourably
- To take reasonable steps to avoid putting disabled children at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Equality Act 2010.

Aims

Balksbury Federation aims to treat all our children fairly and with respect. This is reflected in our Vision, Values and Code of Conduct. This involves providing access and opportunities for all children, without discrimination of any kind.

We strive to provide, where appropriate:

- Increased access for disabled children to the Federation's curriculum in both our teaching and our learning, including participation in after-school clubs, leisure and cultural activities, PE (including swimming) or school visits
- Improved access to the physical environment, including improvements to the physical environment of the federation (e.g. accessible buildings) and physical aids to access education (e.g. handrails and accessible toilets)
- Improved delivery of written information to disabled children, (e.g. written information, hand-outs, timetables, textbooks and information about school events). This information will take into account the child's disability and any related Individual Plan. As well as the child's and parents' preferred formats, and will be made available within a reasonable time frame
- Priority parking for drop offs and pick-ups in the disabled bays, and through a priority parking onsite permit where parking space allows in the staff car park

The federation recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities. We also respect the parents' and child's right to confidentiality.

The federation provides all children with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual children and their preferred learning styles; and endorses the key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children

The federation will continue to seek and follow the advice of Local Authority Educational services, such as specialist teacher advisers and SEND advisers, and of appropriate health professionals from the local NHS trusts.

Linked Policies

This Plan will contribute to the review and revision of related school policies – e.g.

- Health and Safety Policy
- SEND Policy
- Balksbury Curriculum Model
- Supporting Children at School with Medical Conditions Policy

Reviewing The Plan

This plan will run for a period of 3 years from Spring 2026 to Spring 2029.

Accessibility Plan 2026 – 2029

	Targets	Strategies	Outcome
Short term	<p>The federation continues to ensure that teachers and LSAs have the necessary training to teach and support all children, whatever their needs.</p> <p>Opportunities are provided for staff to liaise with professional bodies to discuss progress and next steps.</p>	<p>The federation will request support and training from the appropriate professional bodies e.g. specialist teacher advisory service, school nurse as needed.</p>	<p>Staff are fully trained and able to deal with all the needs of all children.</p>
	<p>Classrooms are optimally organised for all children.</p>	<p>Teachers review their class arrangements with individual children's needs in mind.</p>	<p>Staff are fully aware of each child's needs and classrooms are arranged appropriately.</p>
	<p>Information is provided and presented to children in a way that is user friendly – e.g. enlarged copies, or by using technology etc.</p> <p>For SEND children, a pre-entry SEND information form will be completed prior to arrival.</p>	<p>Training is provided for teachers and LSAs e.g. using different formats, enlarging materials.</p>	<p>Children are able to access all information given in lessons, through different methods.</p>
	<p>Risk assessments are completed for the classroom, other school areas and school trips, as required.</p>	<p>Risk assessments are completed for the classroom, other federation areas and school visits, using Hampshire County Council's Evolve risk assessment forms. These are approved by a member of the Leadership team.</p> <p>Staff are aware of the necessary strategies to reduce the risks.</p>	<p>Risk assessments are completed and show the strategies for reducing any potential risks.</p> <p>All children are able to safely access the classroom, other federation areas and attend school trips.</p>
Medium term	<p>Organise the layout of classrooms and other school areas to allow access for all children, including disabled children.</p>	<p>Access to the building and all areas of the federation is altered with County permission and support, and/or re-organised according to needs.</p>	<p>All children are able to access every area of the federation without limit.</p>
	<p>The federation has the appropriate facilities to support disabled children e.g. handrails, accessible toilet, ramps.</p>	<p>Arrange for the installation of appropriate facilities with County permission and support</p>	<p>Appropriate facilities are installed across the Federation.</p>
	<p>Transition is planned for all children moving into or out of the federation.</p>	<p>SENDCO to meet parent(s) to ascertain additional needs with the transition. Discussion had with relevant staff or feeder school to discuss the transfer of children.</p>	<p>All children successfully transition into or out of the Federation.</p>
	<p>Access arrangements are in place for all children to access end of Key Stage Assessments e.g. enlarged versions of tests.</p>	<p>SENDCO to arrange enlarged versions of tests.</p>	<p>All children are able to access the end of Key stage Assessments.</p>