



THE *sir*
DONALD BAILEY ACADEMY

Accessibility Plan 2026 - 2029

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Ratified by Trustees	
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THE SIR DONALD BAILEY ACCESSIBILITY PLAN FOR 2026/29

1.) PURPOSE OF PLAN

The purpose of this plan is to show how The Sir Donald Bailey Academy intends, over time, to increase the accessibility of our school for disabled pupils.

2.) DEFINITION OF DISABILITY

Disability is 'a physical or mental impairment (including sensory and hidden) which has a substantial (more than minor or trivial) and long-term (over 12 months) adverse effect on a persons ability to carry out normal day-to-day activities.'

(DDA 1995 Part 1 para. 1.1.)

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Disability includes learning disabilities, dyslexia, diabetes and epilepsy, speech and language impairments and ADHD regardless of whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

Disability includes pupils with physical needs.

Disability includes progressive conditions i.e. conditions that are likely to change and develop over time e.g. cancer, multiple sclerosis and HIV infection

It is necessary for the effect of the impairment to be considered as it would be without any medication or other treatment e.g. epilepsy

3.) LEGAL BACKGROUND

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education.

4.) CONTEXTUAL INFORMATION

The Sir Donald Bailey Academy has a long and proud history of inclusion for disabled pupils. The Sir Donald Bailey Academy is located within 3 separate buildings (Trinity, Victor Miller and Bailey).

Trinity building currently has Foundation 1 and 2 and also Year 1. This building is on one level and has a disabled toilet located in the hall and also a disabled toilet next to one of the Foundation 2 classrooms. There is wheelchair access to all doors and entrances to the building. All the classrooms can also be accessed by an external door which also have wheelchair access.

Victor Miller building was purpose built in 2009. Currently Year 2 are located downstairs and upstairs is Y5 and Y6 It comprises a two story building with lift to the upper floor, disabled facilities, toilets, etc. on both floors and wheelchair access to all entrances to the front and rear of the building. There are two main stairs in this building plus an fire escape stairwell. Each staircase has first and last step carpet of a bright colour to support children with visual impairments.

Bailey Building was renovated in 2013 and includes Year 3 classes and Year 4 classes and is also the location of the dinner hall. There is wheelchair access to all entrances.

To the rear and front of the school there are playground areas which both have disabled access.

5.) THE CURRENT RANGE OF DISABILITIES WITHIN THE SIR DONALD BAILEY ACADEMY

The school has children with a range of disabilities to include moderate and specific learning difficulties and also a number of children who have a medical diagnosis. Please refer to the SEND register for more details.

We have a number of children who have other medical conditions such as epilepsy, diabetes and asthma. All relevant staff are appropriately trained to support these pupils. Please refer to the medical list which holds more specific details of these children.

We also have pupils with a range of learning difficulties and communication difficulties. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils. Please refer to the SEND Policy for more details.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which is accessible for First Aiders and appropriate staff members.

6.) INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school and to be as independent as their peers.

7.) STRENGTHS OF ACCESS PROVISION

- All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.
- We have run after school clubs to particularly target children within school with additional needs who have not previously accessed extra curricular provision.
- Door access to buildings have been modified to accommodate wheelchair users
- Disabled toilets are available for adults and children.
- Available changing facilities to meet the needs of children who are not yet bladder and/or bowel continent.
- Staff are trained to use signs and symbols to aid communication (Makaton) and to use Clicker.
- Visual timetables are available in all classrooms
- Relevant staff are trained to use BSL to aid communication for hearing impaired children and or adults when necessary. Relevant staff are trained and/or work with the visual impairment team to support children. Where additional adaptations to classrooms have been requested from services these are put into place.
- Staff are trained to support children with the use of hearing aids, including radio aids.
- Staff are trained to deliver an exercise programme to support pupils with fine and gross motor difficulties.
- Individual physiotherapy programmes are delivered to specific pupils directed by Occupational Therapists and Physiotherapists.

- Specific speech programmes, designed by the Speech and Language Therapy Service are delivered to individuals and groups of children.
- Home/school communications are designed to be jargon free with the use of visual aids to promote clear understanding for adults with learning difficulties.
- The School Inclusion Service support pupils in school and the Early Years Provision.
- We have a wide range of equipment and resources suitable for the day-to day-use of children in the age range. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.
- We work very closely with the physiotherapy team and the safe handling advisor in relation to a disabled child in school and have individual safety plans in place.
- We work very closely with the visual impairment teams in relation to a child with a visual impairments and have implemented training and adaptations to the school environment.
- Any visits the disabled children attends are risk assessed and we work closely with parents and the safe handling advisor.

8.) WEAKNESSES OF ACCESS PROVISION

- Access controls for all doors are not at correct height for wheelchair or mobility scooter users.
- Brochures, policies etc are not available, in different sized fonts or Braille for the visually impaired.

9.) THE GENERAL DUTY

We actively seek to undertake the requirement to:-

- Promote equality of opportunity between disabled persons and other persons

- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons, not representing them in a demeaning way, pretending they do not exist or not representing them anywhere at all.
- Encourage participation by disabled persons in public life.
- Respect the wishes of disabled children in our setting.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

10.) DEVELOPING A VOICE FOR PUPIL, PARENTS/CARERS AND STAFF

- All children have open access to staff, including Senior Leadership Team, and the School Council representatives
- Individual appointments are made following requests from parents and carers to discuss their child's specific needs.
- The school SENDCO is available most mornings for parents to access either by appointment or by dropping by.
- Individual targets are shared with children
- Individual targets are shared with parents and carers at Parents Evenings
- Alternative arrangements are offered for parents and carers who cannot attend scheduled meetings.
- Children are involved in their target setting and meetings when appropriate.

- Parents and carers are made aware of all meetings, curriculum developments, activities etc in the newsletter. Letters are read to adults with reading difficulties. Or alternative arrangements are made such as emailing/texting information
- Support is given to parents and carers who have difficulties completing forms, either from school, or with regard to benefit support for disabled children
- Children with disabilities frequently need additional support at home and within the community. Applications for Disability Benefits require detailed information from school. All such requests are met.
- Parents and carers may request reports to assist with medical assessments e.g a supporting letter to take to the GP
- Children with disabilities have access to all extra curricular clubs
- Meetings take place within school with the SENDCO to support children and their parents with difficulties which may be specific to home e.g. difficulties managing behaviour at home. And referrals made when required.

11.) REMOVING BARRIERS

- All buildings are accessible for adults and pupils
- Staff training and support from the SENDCO regarding disabilities is ongoing e.g. deaf awareness, Dyslexia, Autism, Downs Syndrome
- Support Services and Family SENDCO provided ongoing support and advice for staff and pupils
- Targets for pupils with disabilities are reviewed termly
- Therapists work in school alongside Teachers and TAs to support disabled pupils e.g. Physiotherapist, Speech Therapist
- Specialist equipment enables some pupils to access the curriculum e.g. radio aids, standing frames, specialist tricycles, wheelchairs, computers
- Children with continence issues have dedicated support staff to cope with changing and an Intimate Care Policy is in place.

- Additional funding from HLN and AFN is requested to support some pupils with disabilities to access the curriculum.
- The admissions policy does not discriminate against children with disabilities.
- The raising of staff awareness with regard to disability issues is ongoing, in order to negate discrimination.

12.) DISABILITY IN THE CURRICULUM, INCLUDING TEACHING AND LEARNING

All pupils access their curriculum entitlement.

Following assessment of a child's specific need, alternative arrangements may be made to support individuals and or groups to achieve their potential (intellectually, socially and emotionally) through:

- one to one in class support
- withdrawn one to one support
- small group support within the classroom
- withdrawn small group support
- setting
- nurture groups
- physical programmes

13.) ELIMINATING HARASSMENT AND BULLYING

- The Sir Donald Bailey Academy recognises that harassment and bullying takes place within all such institutions. All allegations are investigated thoroughly and appropriate action taken. Any incidents are recorded on CPOMs.
- The school regularly leads sessions in assembly and class with regard to bullying.
- In order to raise the profile and positive image of children with disabilities, achievements are celebrated regardless of whether they have been made in or out of school during a weekly assembly.

14.) REASONABLE ADJUSTMENTS

- Adjustments are made within class through differentiation by outcome and support given.
- Teaching and pastoral arrangements are flexible and designed to meet specific needs.
- Specialist equipment is used to support children within the classroom and in PE.
- Adjustments are made regarding off site and residential visits to ensure that pupils are included. Staff visit venues prior to the visit and adapt accordingly.
- Additional dedicated adult support is available to enable specific children to be supported in school during breaks and at lunchtime
- Exercise programmes are provided to support individual needs e.g. Cerebral Palsy
- Speech and Language programmes provide additional support within school by a Speech and Language Therapist.
- Time out and quiet work areas are provided for children with Autism.
- Medication (with parental consent) is given e.g. Ritalin.
- Monitoring of blood sugar levels and the administration of snacks are undertaken for Diabetic pupils.
- Epileptic pupils are monitored for 'absences' and fits.
- Seating arrangements within class take into account pupils with hearing and visual impairments.
- Classrooms are screened and modified, if necessary, if acoustically unsuitable for a child with a hearing aid.
- Dietary requirements are catered for e.g. food allergies, gluten intolerance,
- Inhalers/Epipens are kept in school for asthmatic children and children with severe allergies and taken on school outings along with Care Plans. Care plans are reviewed at least annually with support from parents and medical professionals where appropriate.
- Access arrangements remain under constant review.

- Risk assessments are undertaken by the Disability Support team (OT) and building adaptations take place following their recommendations.

15.) INFORMATION, PERFORMANCE AND EVIDENCE

Pupil Achievement

Progress is tracked in accordance with school standard tracking procedures and is monitored with regard to the categories of need shown on the Special Educational Needs Register

Learning Opportunities

Learning opportunities are available to all pupils and are delivered following any necessary reasonable adjustment.

Curriculum plans promote the understanding of disability

Admissions, Transitions, Exclusions (including SEMH)

The Admissions Policy is in line with the Local Authority regulations and does not discriminate against pupils with disabilities

Social Relationships

There are a number of children within school who have disabilities who are providing good role models for the other children.

Employing, promoting and training disabled staff

All interview paperwork is kept to ensure that no discrimination has taken place. Interview questions are the same for each candidate and allocated to panel members prior to the interviews.

Staff training needs are assessed by the Training Co-ordinator and allocated according to individual needs, school priorities and funding.

16.) THE BOARD OF TRUSTEES.

Trustees follow their duty with regard to the implementation of the General Duty by

- Monitoring policies and practices to ensure that disabled pupils are not placed at a disadvantage compared to their non-disabled peers
- Taking reasonable steps in anticipation of the broad range of needs and requirements, not only of current, but future pupils. Provision needs to be 'anticipatory' not based on waiting until a child with a particular disability seeks admission to the school.
- Ensuring the maintenance of academic and other standards for pupils with a disability.
- Taking into account the Health and Safety needs of disabled and other pupils within the school.
- Reviewing practices and procedures on a continuing basis
- Ensuring that recruitment and retention of all staff reflects the legislation regards the rights of disabled adults.
- Maintaining an overview of consultation procedures and outcomes

17.) ACCESSIBILTY TARGET PLAN

Targets	Strategies	Outcome	Timeframe	Goals to be achieved
Collaborative practice with agencies involved with the child with needs.	Make use of outside agencies OT, Physiotherapist, PDSS	Staff to work on recommendations of other professionals, tailored to the child's needs.	Ongoing	Child with needs will be included in all areas of learning with their peers
Check list of children with dyslexia/dyscalculia, ADHD, on Autistic Spectrum, Speech & Language difficulties, Attachment issues, Visual/Auditory impairment, Downs Syndrome etc. and review learning aids and strategies.	SENco to audit learning aids and strategies and introduce additional ones if need be. Seek advice from appropriate agencies and implement training.	New resources in place. On-going Staff training to address needs. Ongoing purchase of resources as required.	On-going	Increased access to the Curriculum
Staff to access training eg TeamTeach, Manual Handling	TeamTeach, Manual Handling	Staff to be trained to the highest standard to ensure safety for the child and themselves	Ongoing	Child to supported and staff trained to support tier needs,.

18.) CONCLUSION

The Sir Donald Bailey Academy is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. On-going staff training is a priority in our responsiveness for the future.

