

St Barnabas CE Primary School

ACCESSIBILITY PLAN



'Barnabas the Encourager'

Date of approval	November 2021
Review date	November 2022

Our vision is to ignite curiosity and delight in learning so we are ready for an ever changing, challenging world. We will build each other up to be unique individuals in a diverse community - showing resilience and working positively together to make every day count.

Our core values of creativity, courage and compassion underpin our vision.

'So speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind.' 1 Thessalonians

5:11

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Written information
10. Monitoring and review

Statement of intent

St Barnabas CE Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

The governing body will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

Attached is the school's action plan relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.

St Barnabas CE Primary School recognise that there is a need for raising ongoing awareness and will provide training for staff and governors in the matter of disability discrimination to inform attitudes on this matter.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in 2024. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will work in partnership with the local education authority in developing and implementing this plan.

An access audit will be undertaken by the governing board and SENCO annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow and encourage pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The SENCO will work together with class teachers and parents to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. Inclusive venues for residential visits have been identified.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

There is a full and varied programme to support transition e.g. pupils have the opportunity to spend time with their next teachers, teachers pass on relevant information at transition meetings, individual support plans are put in place if it is anticipated that a pupil will have difficulty with a transition.

Specialist resources are available for pupils SEN and disabilities including sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens and chew/fiddle toys. Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes.

All classes have a visual timetable for the day displayed clearly. Individual pupils may have their own individual timetables where appropriate.

Pupils are offered alternative ways of recording their learning where necessary (e.g. voice recording; word processing).

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to. There are several accessible marked parking spaces and dropped kerbs providing access for wheelchairs from the school drive and from the car park into the main entrance. .

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Wide doors are fitted throughout the school to allow for wheelchair access. The school has colour contrasting décor to support those who are visually impaired. A hearing loop is available in the school hall. The emergency evacuation system has both visual and auditory components.

9. Written information

School will endeavour to offer the conversion of documents to alternative formats, if requested, drawing on advice from the Support Services.

The school will endeavour to use translation services if required.

The school aims to keep up to date with available technology, resources and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

10. Monitoring and review

This policy will be reviewed annually or when new legislation or guidance concerning equality and disability is published. The governing body and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

St Barnabas CE Primary School Accessibility Plan 2020-23

	TARGETS	STRATEGIES/ WHO RESPONSIBLE	OUTCOMES/ SUCCESS CRITERIA	TIMESCALE	GOALS ACHIEVED
Access to the physical environment	To continually review the school premises to ensure the school meets any requirements of disabled people	-Monitor views of parents/pupils/users of building (as outlined in access plan). Feedback comments to Resources committee & decide action. Invite visitors to tell us if they require any particular access requirements (e.g. when attending interview) Consultation with Sewell to make adjustments needed.	Building users continually have ease of access to all areas	ongoing	
Access to the curriculum Also see above	To raise staff and pupil awareness of inclusive practices	Include models into assemblies and appropriate parts of the wider curriculum. Diversity leader to audit the curriculum and advise on improvements to resources (KB, AL, SENCO, all staff)	Staff and pupils demonstrate a positive attitude during class discussions/lessons.	Ongoing	
	Ensure modifications are made to support pupils with disabilities and learning needs.	-All classes to have visual timetable. -Individual pupils have individual visual timetables if appropriate -Provide alternative ways of recording (e.g. voice recording; word processing) -Seek advice from specialists about adaptations needed.	All pupils can access the curriculum.	ongoing	
Access to information in alternative formats	4. Offer to provide information in other formats.	Letter included with prospectus offering this support. Purchase Language Line (for translators) Seek advice from LA services for translators.	School community can access information about the school.	Ongoing	