

ACCESSIBILITY PLAN

St Barnabas' CE Primary School & Nursery



Serve with Hope and Encouragement to Learn and Love

Date approved by the Governing Body: December 2025
To be reviewed by November 2026 Objectives to be reviewed by November 2026 (unless there are any changes to the statutory requirements prior to this date)

I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Barnabas Primary School, we aim to:

- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN

- request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- make clear the expectations of all partners in the process
- ensure a high level of expertise to meet pupil need, through well targeted continuing professional development
- ensure support for pupils with medical conditions, full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in co-operation and productive partnerships with the LA and other outside agencies to support pupils regardless of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

	<p>needs</p> <ul style="list-style-type: none"> - Pupils with additional needs are well supported through adult support, resources and strategies are in place - Individual targets are set effectively and are appropriate for pupils with special educational needs - Curriculum resources include examples of people with disabilities - The curriculum is reviewed to ensure it meets the needs of all pupils - Staff attended training with medical professionals to support pupils with diabetes 					SEN folders
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> -Wheelchair access to the ground floor and office (there is no wheelchair access to upper levels of the main school building) -Disabled toilet on the ground floor 	<ol style="list-style-type: none"> 1. Maintain access for pupils/parents using a wheelchair or with mobility difficulties 2. Maintain access to bathroom facilities for pupils/parents using a wheelchair or with mobility issues 4. New building works to include mobility access for all 	<ol style="list-style-type: none"> 1. Governors to meet with building project manager on new building works to decide plans. 	<p>Lauren to speak to Julian</p> <p>Governors</p>		Building works took place and new layout of building since September 2024
Improve the	-Our school uses a range of	1. Improve delivery of	1. Teachers to use coloured	1. Class teachers	Ongoing	Coloured

<p>delivery of information to pupils/ parents/ visitors with a disability</p>	<p>communication methods to ensure information is accessible such as, large print resources, visual representation -Interpreters (including British Sign Language) hired when conducting meetings with parents with additional needs. -Wide range of books on a range of SEN topics in AHT office - School information available in different languages when needed Pupil Parliament shares pupils' ideas and views</p>	<p>written information to pupils in the classroom 2. Develop or maintain supportive relationships for parents with disabilities 3. Maintain current good practice with supporting pupils/parents/visitors with disabilities</p>	<p>background on interactive whiteboards 2. Teachers to support written information with visuals to support understanding 3. Teachers to write in large, clear writing to ensure it is accessible 4. Teachers to use 'Communication in Print' to support visual support for communication</p>	<p>Class teachers Class teachers</p>	<p>Ongoing Ongoing</p>	<p>backgrounds are used on interactive whiteboards Visuals are used in the classroom to support learners. 'Communication in Print' is used to support activities and for specific pupils.</p>
<p>Improve attendance of SEND pupils during off-site visits where 1:2 support is needed</p>	<p>- We encourage all SEN pupils to be part of the off-site learning experience</p>	<p>1. Ensure pupils with complex and severe needs are safeguarded to enable them to access the curriculum.</p>	<p>1. Parents are invited to attend and escort pupils on the off-site learning visit. 2. Financial support provided to the parent to enable them to attend. 3. Risk assessment completed to ensure pupils needs are met</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Parents have been invited and this has been successful.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix I: Accessibility audit

Date of audit:

Name of person completing audit:

FEATURE	DESCRIPTION	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
School office				
Internal signage				
Emergency escape routes				

