

ACCESSIBILITY PLAN

St Barnabas' CE Primary School & Nursery



Serve with Hope and Encouragement to Learn and Love

Date approved by the Governing Body: 4th December 2024

To be reviewed by December 2025

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> - We provide resources tailored to the needs of pupils who require support to access the curriculum - Classrooms are organised to promote independence and participation - Pupils with autism are supported with a wide range of sensory activities and resources, visuals, ear defenders and safe spaces to go when overwhelmed - Staff attend training (Lego therapy) to support children in their classes with additional needs - Equipment purchased to allow children with disabilities the ability to access classroom activities and bathroom facilities (steps, chair) - All school clubs and external trips are planned so that they are accessible to all pupils - Progress is tracked for all pupils, including those with additional 	<ol style="list-style-type: none"> 1. Increase staff awareness/training to support pupils with a hearing impairment, 2. Regular training for staff to support pupils with specific needs. 3. Improve sharing of support and strategies for pupils with additional needs (including external professional support from professionals such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Teacher of the Deaf) 	<ol style="list-style-type: none"> 1. Training for SENDCo and other staff members about pupils with a hearing impairment and resources and strategies that can be implemented 2. Regular training in line with Individual Health Care Plans 3. Continue to include One page profiles in class SEN folders that have key information about SEN pupils so it can be shared quickly with pupils, staff, parents and external agencies. 	<p>Lauren Castle</p> <p>Lauren Castle</p> <p>Lauren Castle/ Class Teacher</p>	<p>July 2021 (ongoing thereafter)</p> <p>Regular intervals throughout the year</p> <p>Regular intervals throughout the year</p>	<p>Staff have had training on supporting children with a hearing impairment and with equipment to support children within the classroom.</p> <p>Strategies have been shared with staff from Teacher of the Deaf, Speech and Language Therapist, Educational Psychologist</p> <p>One page profiles are included in</p>

	<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
<p>Improve and maintain access to the physical environment</p>	<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 -Lift in EYFS playground to access Nursery 	<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 3. Facilitate access to the Nursery for pupils/parents 4. New building works to include mobility access for all 	<ol style="list-style-type: none"> 1. Work with LDBS Surveyor to ensure lift in EYFS playground is maintained and working. 2. Governors to meet with building project manager on new building works to decide plans. 	<p>Lauren to speak to Julian</p> <p>Governors</p>		<p>Ongoing work – Engineers have attended the site but further work is needed and will be continues in January 2022.</p> <p>Exec HT met surveyor and shared building plans with Governors</p>

<p>Improve the delivery of information to pupils/ parents/ visitors with a disability</p>	<p>-Our school uses a range of 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>1. Improve delivery of 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>1. Teachers to use coloured 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>1. Class teachers Class teachers</p>	<p>Ongoing Ongoing Ongoing</p>	<p>Coloured 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				

