

# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn



## Accessibility Plan & Policy

Date adopted: 2022

Review date: 2025

## Contents

1. Aims .....	2
2. Legislation and guidance.....	2
3. Action plan.....	3
4. Monitoring arrangements.....	6
5. Links with other policies.....	6

---

### 1. 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.

We are committed to providing an appropriate and high quality education for all of the children who attend our school. We believe that all children, including those identified as having a disability or additional educational need, have a common entitlement to a broad, balanced, academic and social curriculum. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are an inclusive school in which every pupil is valued.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

AIM	CURRENT GOOD PRACTICE	objectives	actions to be taken	Person responsible	date to complete actions by	success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We provide communication friendly environments to support the needs of children with communication &amp; interaction difficulties including the use of visual supports and Makaton signs.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We liaise closely with specialist support teachers, speech and language therapists and occupational therapists to develop and deliver high quality support programmes for our pupils with disabilities.</p> <p>Nurture group and lunch club to support children SEMH needs and development so they can emotional regulate and as a result better able to access the curriculum.</p> <p>Provision of sensory equipment, sensory diets and exercises to enable children to reduce sensory overload and emotionally regulate</p>	<p>Extend the use of Makaton across the school so that children who use this as means of communication can interact more readily with other children.</p> <p>Improve staff knowledge of ASD and other disabilities that affect our pupils</p>	<p>Establish a sign of the week to be shared in classes across the school and displayed visually.</p> <p>Whole school staff training and use of specialist ASD teacher LB SEND supported</p> <p>Training of TA to deliver pictures of me intervention to support self esteem</p>	<p>WS/MB/AR</p> <p>WS – Act for autism mentors /LB send supported</p> <p>LB/MB</p>	<p>Ongoing from March 2022</p> <p>Ongoing – ASD training Jan 2022</p> <p>Pictures of me March 2022</p>	<p>Pupils &amp; Staff will be able to use a range of Makaton signs to interact with our C &amp; I children.</p> <p>Staff will be better placed to support children with ASD successfully.</p>

AIM	CURRENT GOOD PRACTICE	objectives	actions to be taken	Person responsible	date to complete actions by	success criteria
Improve and maintain access to the physical environment	<p>The school is on one level and on a level site accordingly all areas are accessible to all pupils, staff and visitors.</p> <p>There is a single disabled parking bay in the school car park.</p> <p>There is 1 disabled toilet which is accessible for visitors.</p>	<p>Ensure new buildings meet accessibility requirements and will be accessible to all pupils, staff and visitors.</p>	<p>Development team to liaise with SENCo/ Head teacher to ensure new build plans meet needs</p>	MB	Sept 2022	New building will be accessible to all.
	<p>We liaise closely with LEA preschool IDS team to support transition into school of those children with additional needs to ensure the environment is safe and accessible.</p> <p>Staff are trained in manual handling techniques to support children who need support with personal care or use specialist equipment.</p>	<p>Review accessibility of site and suitability of the environment each year in the light of new intake requirements.</p>	<p>EYFS lead / Senco to review intake and liaise with parents/ carers and preschool settings to establish particular needs of new children. Take action as required.</p>	DC/NS/AR	Summer term Annually	School site will be accessible and safe for new pupils

AIM	CURRENT GOOD PRACTICE	objectives	actions to be taken	Person responsible	date to complete actions by	success criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations in classrooms and shared areas.</li> <li>• Use of dyslexic friendly print and backgrounds on IWBs in many classrooms.</li> <li>•</li> </ul>	<p>Ensure all classroom have visual cues to support learning eg visual timetables, dyslexic friendly backgrounds on IT screens task sheets</p> <p>Review signage to ensure it effectively meets needs and is clear to all.</p>	<p>Phase teams to ensure “SEND non negotiables” are present and available in all classrooms – see universal SEND provision on provision map</p> <p>Termly site inspections to check signage is accurate</p>	<p>WS/Phase leaders/ teaching staff</p> <p>WS/ MB &amp; Caretaker</p>	<p>Ongoing from March 2022</p> <p>Termly.</p>	<p>All pupils will have better access to visual support for learning</p> <p>Signage will be up to date and accurate.</p>

## **4. Monitoring arrangements**

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

It will be approved by the governing body.

## **5. Links with other policies**

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

- Risk assessment policy
- 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.