

Barnard Grove Primary School

Accessibility Plan

2021-2024





Accessibility Plan
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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

Barnard Grove Primary 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 aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

We are privileged to be able to welcome children who would not normally be in a mainstream school. A significant number of pupils in the school are identified as having special educational needs (15.4% as of September 2021 compared to the national average of 12.2%). They are registered on our SEND Support register. There are also a number of pupils with complex additional needs, who have an Education & Health Care Plan (EHCP). As of September 2021, 7 pupils have an EHCP, 2.1% of the school population. Additional adult support is carefully planned, with staff skills matched to the needs of the pupils.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum: setting suitable learning challenges and maintaining high expectations, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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.

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



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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.

Action Plan:

This action plan sets out the aims for our school, in accordance with the Equality Act 2010.

Aim	Current	Objectives	Actions	Person/People Responsible	Date for Completion	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<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>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>All SEND children have a SEN</p> <p>Support plan in place, which should be reviewed half termly.</p> <p>Children and parents are fully included in the</p>	<p>To continue to identify specific needs of children and offer staff regular and updated training regarding these and how they can be met</p>	<p>To use contacts within the LA to support with the needs of individual children</p> <p>To upskill staff to enable them to deliver training to other members of staff and parents and carers</p> <p>Regular 1:1 meetings with all teachers to identify specific targets and consider actions necessary to support children</p> <p>Staff CPD to ensure curriculum access, including PACES training</p>	<p>Headteacher (LW)</p> <p>Deputy Headteacher (JC)</p> <p>Curriculum Leader (JC)</p> <p>SENDCO (LB)</p>	<p>Ongoing</p>	<p>All children are able to access the curriculum</p> <p>Data indicates children with disabilities are making progress in their education</p>



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	process of setting and reviewing targets.					
Improve and maintain access to the physical environment	<p>Disabled parking bays</p> <p>Drop-down curbs for wheeled access</p> <p>Disabled toilets and changing facilities</p> <p>Ensure all disabled pupils can be safely evacuated</p> <p>To ensure all areas of school are accessible (including use of the lift) to wheelchair / walking frame users or children and staff with mobility difficulties.</p>	To ensure any new building developments are designed with accessibility to all at the forefront of decisions	<p>Suitable facilities incorporated within any future redesign / building development</p> <p>Personal Emergency Evacuation plans in place for disabled pupils. Ensure staff are aware of PEEPs</p> <p>All staff to ensure their areas of school are free from obstacles to ensure movement around the room / school is appropriate.</p> <p>Disabled toilets are available for use where needed.</p>	<p>Headteacher (LW)</p> <p>Site Manager (KS)</p> <p>Estates Manager (JD)</p>	Ongoing	<p>All members of the school community are able to evacuate the building safely and in a timely manner</p> <p>Disabled facilities within school are maintained to the required standard</p> <p>School is accessible to all children and adults with disabilities</p>
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> <p>Internal signage</p> <p>Large print resources</p> <p>Pictorial or symbolic representations</p> <p>Visual timetables</p>	<p>Ensure all information to parents and carers is accessible in a range of formats</p> <p>Training for teachers on providing appropriate curriculum for disabled children as required</p>	<p>Clear signs all around school and in classrooms</p> <p>Classroom resources adapted accordingly to suit needs of individuals</p> <p>Paper copies of school information to be made available</p> <p>Staff to attend appropriate courses and staff meetings allocated for specific areas on in- service as required for children in school</p>	<p>Headteacher (LW)</p> <p>Deputy Headteacher (JC)</p> <p>Curriculum Leader (JC)</p> <p>SENDCO (LB)</p> <p>Site Manager (KS)</p>		<p>More informed teaching and better provision for disabled children</p> <p>Improved and varied communication to all parents and carers</p> <p>Differentiated classroom resources enabling all children to access the curriculum</p>



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Monitoring Arrangements:

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. In the event of a new pupil being admitted to Barnard Grove Primary School with a disability, the plan would be reviewed to ensure the child has full access as soon as is reasonably possible.

This plan will be reviewed and presented to the Local Academy Committee for approval every three years.

Review Date: September 2024