



BARNFIELD PRIMARY SCHOOL

ACCESSIBILITY PLAN 2018 – 2021

Purpose of the Plan

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and Local Authorities against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The purpose of this plan is to show how Barnfield Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Contextual Information

Barnfield Primary School is main a large single-story building, in the shape of an E. The majority of the school building and playground is accessible for a child in a wheelchair. There is an external accessibility lift to enable wheelchairs to move from the Infant part of the school to Junior School. Disabled toilet facilities are available in both the Infant and the Junior areas and the school has a designated disabled bay.

The current range of known disabilities within school

The school currently has a range of disabilities across all areas of SEND:

- communication and interaction.
- cognition and learning.
- social, emotional and mental health difficulties.

- sensory/physical needs.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

Medical needs

We have children who have a range of medical needs. All staff are aware of these children and how to support them. All medical information is collated and available to staff on the medical noticeboard in the Welfare Room. This is updated by our Welfare Manager who updates staff when new information becomes available.

The school has many First Aid trained staff who hold current First Aid certificates. They are identified in the school Welfare Room and also listed around the school. Children with specific medical needs have their medicines within easy access, in secure boxes in the classroom.

Outline of the plan

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ✓ Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- ✓ Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- ✓ Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. E.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Barnfield Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

ACCESSIBILITY PLAN 2018 – 2021

ACCESS TO THE CURRICULUM

Priority	Responsibility	Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching to ensure high pupil outcomes for all children	Leadership Team Co-ordinators SENDCo	Information/training on developing high quality teaching across the curriculum Team teaching support Feedback on planning and work samples	INSET session – see development plan Release for leadership team members Release for co-ordinators	Weekly staff meetings from 3.30 – 5.00pm In place and on going	Increased access to the curriculum Needs of learners being met – as seen through Data and pupil progress meetings.
Identification of pupils who may need additional / different provision	Foundation Stage Manager SENDCo	Liaise with nursery providers to review potential intakes	Release Time for staff	Summer Term	Necessary procedures / equipment / ideas in place by September
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo and Leadership team	Reasonable adjustments in the classroom to be made where necessary Commit to provide appropriate resources	Specialist equipment	On-going where needed	Increased access to the curriculum
Availability of written material in alternative/adapted formats	SENDCo and EMAG co-ordinator and Leadership Team	Staff and parents aware of services available for requesting alternative formats	Contacts and details of translations and adaptations	As necessary	Written information available on request in different formats and languages on request.
For all after school activities are planned to ensure where reasonable the participation of whole	SENDCo and Leadership Team	Review after school provision to ensure that what is on offer is accessible to all where		On going	All after school clubs will be conducted in an inclusive environment with appropriate staffing that ensures inclusion for

range of pupils		possible			pupils with a wide range of needs.
Use of IT resources to support inclusion of all children	Computing Co-ordinator SENDCo Leadership team	IT resources to be purchased to support the learning. Training of staff in resources to take place	Resources purchased to aid learning	On going	Wider use of SEN resources to support learning

ACCESS TO THE PHYSICAL ENVIRONMENT

Priority	Responsibility	Action	Resources	Time	Success Criteria
Provision of wheelchair access	Leadership team Governing Body	Maintain the accessible toilets around the school e.g. infant, juniors and by the library. Lift to the middle playground to be maintained on a regular basis.	Cost of additional support equipment as needed	In place and ongoing	Wheelchair accessible toilets in 3 locations and access to the school in place
Maintain safe access to the exterior of the school	Leadership Team Governing Body	Ensure pathways are clear And access is safe for all	Cost of regular maintenance	ongoing	Clear access in all parts of the school
Disabled parking	Leadership Team Governing Body	Ensure disabled parking space (out the front of the school) is available for parents and pupils	Signs and bays in place Office staff to be aware to keep it accessible	In place	Disabled

		as needed			
Improve signage to indicate access routes around the school	Leadership Team Governing Body	Clear signage around the school to show routes and fire routes	Cost of signage	In Place	Signs fitted around the school
Physical environment of school remains attractive and engaging for all	Leadership Team Governing Body	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Cost of development of the school - budget	On going	Environment which enables children to succeed.
Awareness of access needs of pupils, staff, governors, parent / carers and visitors with disabilities	Leadership Team Governing Body	Create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers Consider access needs during	As needed	On going	Needs being met

		recruitment process			
Pupils with medical needs are fully supported	Leadership TEam	Provide training in use of Epi- Pen (for all); administering medicines (for qualified first aiders)	Training as required	Annual	Children's needs being met and children successful in school
All pupils with mobility issues can be safely evacuated	Leadership Team SENDCo	All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware	PEEPs to be written	On-going	In-place Successful fire drills

COMMUNICATION – WRITTEN INFORMATION

Priority	Responsibility	Action	Resources	Time	Success Criteria
Availability of written material in alternative formats when specifically requested	Leadership team	The school will make itself aware of the services available for converting written information into alternative formats.	As required	Ongoing	Parents able to access information about the school and events.

<p>To make Pupil Plans more accessible to parents</p>	<p>SENDCo</p>	<p>To ensure that Pupil Plans are shared with parents in a systematic way.</p> <p>SENDCo to meet with parents of children who have identified needs</p>	<p>Meeting time</p>	<p>On going</p>	<p>Parents involved and aware</p>
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