

Barnfield Primary School

Accessibility Plan 2022-2025



‘Be the best you can be’
DREAM. BELIEVE. ACHIEVE.

Accessibility Plan			
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Review Frequency	Every 3 years	Review Date	Spring 2025

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 includes:

- ensuring that pupils with disabilities can participate in all areas of the school curriculum;
- Improving the physical environment to ensure that pupils with disabilities can take advantage of education, benefits, facilities and associated services provided; and
- improve the accessibility of available information all stakeholders.

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.

Medical needs

We have children who have a range of medical needs. All relevant 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 Disability Discrimination Act:

- 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.

CURRICULUM

Priority	Responsibility	Actions	Resources	Time	Success Criteria
Develop inclusive, quality first teaching to ensure high pupil outcomes for all children	SLT Subject leaders Class teachers SENDCo	Information/training on developing high quality teaching across the curriculum Ongoing monitoring Introduction of WalkThrus	Access to external professionals	Ongoing	All children accessing the curriculum Needs of learners being met All children making progress
Identification of pupils who may need additional / different provision	Class teachers SENDCo	Meet with staff about any concerns Pupil Progress Meetings Liaise with other schools for new arrivals Ongoing monitoring	N/A	Ongoing	Children's barriers identified early Staff confident to identify barriers Collaborative approaches with home to co-create outcomes
Appropriate use of specialised equipment and technology to benefit individual pupils and staff	SLT Class teachers SENDCo Computing Leader	Reasonable adjustments in the classroom to be made where necessary Accessible laptops and tablets	Specialist equipment Laptops Tablets Computing Room	Ongoing	Increased access to the curriculum using ICT

PHYSICAL ENVIRONMENT

Priority	Responsibility	Actions	Resources	Time	Success Criteria
School layout and equipment allows access for all children, staff and families	SLT Site Services Manager	Ensuring that areas are clear and maintained	Disabled toilet Disabled parking Wheelchair access Lift in middle playground Clear signage around school	Ongoing	All stakeholders able to move around the school safely Disabled toilets are accessible for identified children
Maintain safe access to the exterior of the school	SLT Site Services Manager SENDCo	Ensure pathways are clear Ensure access is safe for all	Cost of regular maintenance Personal emergency evacuation plans when necessary	Ongoing	Clear access in all parts of the school

INFORMATION

Priority	Responsibility	Actions	Resources	Time	Success Criteria
Availability of written material in alternative formats when specifically requested	SLT Office staff	Use of printed and digital copies of information Key information is multiple languages Information given verbally and in advance	As requested	Ongoing	Parents/carers able to access information about the school and events.
Consistent use of visuals to support SEN pupils in school	SENDCo	Ongoing monitoring Standards Ensure all staff are aware of guidance on accessible formats	Widgit	Ongoing	Slides and worksheets consistently utilise visuals