



Barrington C.E. (VC) Primary School Accessibility Plan

Date Reviewed by Staff:	17/05/2022
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Date Reviewed by FGB	JULY 2022
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Next Review Date: (3 years unless otherwise advised)	2025
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Our school vision is deeply rooted in a strong Christian tradition, and is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

At Barrington Primary School we uphold and nurture our children by encouraging the values of co-operation, caring, consideration and courtesy. We will develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves.

We will create a safe, healthy and happy school community in which children and adults are cherished and valued.

Rationale

The School has a duty to ensure:

- disabled pupils (see appendix A for definition) can fully participate in the school curriculum
- the physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
- that physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

Aims

- make every child and family feel welcome
- value all pupils equally
- have high expectations of all pupils
- remove all barriers to learning and participation

Action Points:

- The physical environment of the school will be monitored by the governing body to ensure that all reasonable adjustments are being made
- The accessibility of the curriculum will be monitored by the governing body
- Staff training and awareness will be monitored by the Headteacher
- The governing body will be responsible for ensuring that the terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas
- Keep a log of current needs and provision Broad Guidelines

A disabled pupil can be discriminated against in two ways:

1. By less favourable treatment (there are situations where there may be a reason for less favourable treatment)
2. By the school failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

The school will review practice and draw up short, medium and long term targets. The action plans will be reviewed by the governing body and staff with a view to improving access for all children.

Management, coordination and implementation

The full governing body takes responsibility for the school accessibility plan, and will report on it annually. The plan will be revised and reviewed on a tri-annual basis, or more frequently if required e.g. if pupils' needs change, or development work is completed.

Stakeholders with identified needs (staff, pupils, community members) will be included in action planning wherever possible. The plan will be evaluated via information in the headteacher's/SENCo's reports and school Governor visits. Review will also take place when health and safety visits/SEN visits and policy review takes place and will be included in part in the school improvement plan review. Wherever possible we will work with other agencies and professionals to co-ordinate the plan.

We aim through professional development to

- Ensure that all staff and governors are aware of the disability discrimination duties as they apply to schools;
- Secure the commitment of all staff to removing barriers and increasing access;
- Draw on support from within and beyond the school as needed.

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 FGB.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Audits

All audits completed and used in action planning.

- Compliance with Equality Act 2010
- Physical accessibility
- Inclusivity of setting
- Accessibility of curriculum
- Accessibility of information, advice and guidance
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School Accessibility Plan 2022-25

Compliance with Equality Act 2010

Aim	Current good practice	Actions	Timescale	Responsibility	Outcomes
To ensure that all staff are aware of and understands the implications of the Equality Act 2010	Staff currently treat everyone (other staff, parents and pupils) as individuals. Everyone is included and no one treated less favourably. SEN report is on school website and is written in accessible language. All children are included in enrichment activities. Strengths of all pupils are celebrated. Pupils are involved in staff recruitment.	Include session on Equality Act in PD day to ensure staff have an understanding of legislation that underlies approach	Ongoing	Gill	Lesson observations provide evidence of appropriate differentiation for these pupils.

Access to the Physical Environment

To improve and maintain access to the physical environment of Barrington Primary School; including physical aids to access education as appropriate.

Aim	Current good practice	Actions	Timescale	Responsibility	Outcomes
To be aware of the access needs of disabled children, staff, governors and parents, carers	School staff know the children and their carers well and have an awareness of their individual needs.	Regular reminder to parents about use of disabled parking spaces. Regular check through KS1 outdoor learning area to ensure that there is clear access	As required On going	Gill Gill and Julia	Personal plans are in place for disabled pupils, and all staff are aware of pupils' needs.

Ensure all disabled people can be safely evacuated	<p>All children in school with a high level of additional needs have a 1:1 TA who is able to support them in the event of the need to evacuate the building.</p> <p>Provision of evacuation chair and training in its use to ensure pupils and adults using wheel chairs can be safely evacuated from the first floor.</p> <p>PEP written if needed for any individuals joining the school/ changes in personal needs</p>	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation</p>	As required	Gill	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Ensure all disabled people can move safely around the school site.	Edges of external steps are painted yellow but have signs of wear.	Ensure yellow edging to external steps on site is renewed regularly	Annual check	Gill	Ensure edges of steps are clearly visible for visually impaired children and adults

Access to the curriculum/ Inclusivity of the setting

Increased access to the curriculum for disabled pupils to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits

Aim	Current good practice	Actions	Timescale	Responsibility	Outcomes
Develop teacher knowledge about how to adapt the curriculum to meet the needs of children who are working at an age level significantly below their	<p>Support for individuals and their personalised needs identified in teachers planning</p> <p>Individual pupil needs discussed with SENCo as part of pupil</p>	<p>Identify training needs at regular meetings.</p> <p>Arrange training as necessary</p> <p>Senco to provide support for</p>	Ongoing	Gill	Lesson observations provide evidence of appropriate differentiation for these pupils.

peers.	<p>progress termly.</p> <p>EHCP are used to create individual programmes of study</p> <p>Support from external specialist professionals to support with these programmes (eg speech and language/ specialist teachers)</p>	<p>individual teachers as required</p> <p>Revisit dyslexia, word aware training, speech and language support (colour semantics), class based diagnostic assessment tools and techniques to support</p>			
Embed the whole school approach to mental well-being and provide all staff with the awareness and skills to support the mental well-being of all pupils.	All class teachers and TA know their children and their individual situations and challenges well	<p>Including whole staff mental health awareness training as part of school CP days</p> <p>All school teaching staff included in training on ACES, body image, self-harm, anxiety, anger management – topics chose by needs of children in school – using 3 houses screen tool to help identify common concerns</p>	Ongoing	Gill	Johnny is confident in delivery PE that is accessible for all pupils
All school visits and trips need to be accessible to all pupils	All children have been included in all school trips for their class with relevant accommodations	<p>Ensure venues and means of transport are vetted for suitability.</p> <p>Consideration of suitability of venues chosen for residential trip for children with SEND at tie of booking</p>	Ongoing	Gil	All pupils are able to access all school trips and take part in a range of activities
Ensure all children can take part equally in lunchtime and after school activities	Provision of sports coach to lead activities and ensure all children are able to participate	Discuss with Out of school Club staff, and people running other clubs after school. Support	As required	Gill	Disabled children feel able to participate equally in out of school activities.

	<p>at break times. Children with EHCPs regularly participate in after school sports, Rocksteady and Peacock Club</p>	<p>would have to be available – especially after school.</p> <p>Monitor numbers of children from vulnerable groups accessing after school activities</p>			
Development of the understanding of all pupils of different individual needs	<p>All children are very inclusive of children who have an obvious need.</p> <p>Whole school participation in Autism Awareness Week to develop pupils' understanding of autism</p>	Increase the children's acceptance for the small, less visible differences between each other.	Ongoing	Gill	Children will be more accepting of the small differences between individuals.
Provision of a diversity of equipment, materials and consumables. To improve access where required e.g. writing blocks, pencils, balls, etc. – on going to meet changing needs.	<p>School staff know the children well and have an awareness of their individual needs.</p> <p>Individual pupil needs discussed with SENCo as part of pupil progress termly.</p>	A rolling programme of needs analysis – supported by the personnel planning review system	Termly	Class teachers and Gill	All pupils have access to the most appropriate equipment to support their needs.
Ensure high expectations are in place for all pupils and barriers to learning and participation are removed	<p>All children are equally supported and challenged</p> <p>Access to wider school provisions (eg ministries, school sports teams) open to all pupils</p>	<p>Are classrooms optimally organised for disabled children?</p> <p>Do all lessons provide opportunities for all to achieve?</p> <p>Are lessons responsive to diversity?</p> <p>Do staff allow additional time required by some children for some tasks?</p> <p>Is the access to appropriate computer technology to assist</p>	Ongoing	Gill	All pupils are equally supported to engage in all aspects of school life, and take full advantage of all opportunities in school.

		pupils?			
Inclusion of pupils new to the school	<p>Transition visits, liaison with previous settings/ schools, meetings with parents</p> <p>Buddying up of children in first few days</p> <p>Information booklets for parents and pupils</p>	Write a KS1 and KS2 version of the pupil information book for children joining at other points of the school (project with current Y6)	Summer 2022	Gill	<p>New children settle quickly into school and feel part of the school.</p> <p>All new families feel welcome</p>

Access to information

To improve the delivery of communications and information to disabled pupils and their families. The information should take into account pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe in response to these needs.

Aim	Current good practice	Actions	Timescale	Responsibility	Outcomes
Signage around school to be in other languages	We have clear signage around the school but this is predominantly in English.	Plans for a welcome sign in reception – need to decide which languages to use.		Headteacher / SENCO	All People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	We have good and varied Communication routes.	<p>Ask parents about preferred formats for accessing information eg braille, other languages</p> <p>Give parent choice of zoom, phone or face to face parents evenings (post-COVID)</p>	Ongoing review	<p>SENCO / Headteacher</p> <p>SENCO/ Headteacher</p>	<p>Staff more aware of preferred methods of communication, and parents feel included.</p> <p>School website will become accessible to all</p>
Information available in a range of languages And in a range of formats; Easy read, large print, audio	<p>Newsletters and letters to parents aim to be written in clear simple English</p> <p>Paper, digital and different sized fonts available on request</p>		Ongoing review	SENCO/ Headteacher	All families feel welcome in school and can access information easily

	Ongoing review of needs of families				
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