



Accessibility Policy and Plan

Approved by Governing Body on: 9th February 2022

Review Date: Spring Term 2025

BARLEY LANE PRIMARY SCHOOL
ACCESSIBILITY POLICY AND PLAN
2022 - 2025

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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Barley Lane Primary School the Plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be included at the end of this document.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life- long learning. This is achieved through our core values of respect, responsibility, compassion and wisdom.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. We aim to ensure the accessibility of provision for all pupils, staff and visitors to the school. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
3. The Accessibility Plan will be updated every three years.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education

- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). Training for teachers will be provided on adapting the curriculum for disabled children as required. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.
 6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
 7. The Accessibility Policy and Plan will be available on the School website, and paper copies are available upon request
 8. The School's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns
 9. The Plan will be monitored by the Governors.
 10. The Plan will be monitored by Ofsted as part of their inspection cycle.
 11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Accessibility Plan 2022/ 2025

Target	Action	Outcome	Responsibility	Timeframe
To improve physical access to the environment	<p>Complete an audit of the school building and grounds, listing changes that would be needed in the event of a pupil/staff member with a physical disability starting at the school</p> <p>The school will take account the needs of pupils 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, clear signage and more accessible facilities and fittings.</p>	<p>Problem areas will be identified for future reference and possible solutions considered</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p> <p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</p>	<p>SLT</p> <p>Site Manager</p> <p>SENCO</p> <p>School Business Manager</p>	Annual audit carried out in summer term

<p>To ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<p>Audit of pupil needs and staff training requirements to identify and meet those needs</p> <p>Create personalised risk assessments and access plans for individual pupils.</p> <p>Liaise with external Agencies</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Eg PEEPs</p>	<p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning.</p> <p>The use of other professional partners has been made available.</p> <p>Safe evacuation in an emergency.</p>	<p>SLT</p> <p>SENCO</p> <p>Class Teachers</p> <p>Relevant LTA's</p> <p>Site Manager</p>	<p>Carried out annually as part of the EHC review process</p>
<p>To ensure that school documentation is accessible to everyone</p>	<p>Review documentation with a view of ensuring accessibility for pupils/parents with SEN or a disability</p> <p>Access arrangements are considered and put into place for statutory testing</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p>	<p>Get advice on alternative formats and use of IT software to produce customized materials</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p>	<p>SLT</p> <p>Teachers</p> <p>Office Admin</p> <p>SENCO</p> <p>Governors</p>	<p>Ongoing</p>

<p>To include pupils with a disability, medical condition or other access needs as fully possible in the wider curriculum including trips and residential visits as well as extra curricular provision</p>	<p>Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made</p>	<p>SLT, SENCo and all teaching staff, extra curricular service providers and education visits settings.</p>	<p>Ongoing</p>
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