

Barrow Hedges Primary School

Accessibility Policy and Plan

2021-2023



Review requirements: 2 years

Next review: October 2023

Purpose

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.

Our Vision

To be an outstanding primary school which is the school of choice for the local community producing well balanced, ambitious and principled children, primed for the challenges ahead.

Our Mission

At Barrow Hedges we believe that there is no limit to what our pupils can achieve. We nurture the potential talents of all our pupils. Through high achievement and a love of learning, our pupils leave us ready to make a valued contribution to society.

Our Core Values

Care, Honesty, Responsibility and Respect.

Our Guiding Principles

To develop well balanced children who have a broad range of experiences, a thirst for learning and are well prepared for the next step of their journey.

Our children will demonstrate resilience, adaptability and preparedness to take risks.

Our children will have a strong moral compass with a positive attitude towards others.

We will provide a high quality, coherent, broad and balanced curriculum for 3 to 11 year olds which is delivered and supported by outstanding teaching and wider opportunities.

We have high aspirations for all of our children.

We seek to be first class with excellent leadership, well qualified and knowledgeable staff who are committed to improvement.

We strive to provide a stimulating, nurturing environment in which to learn, work and play safely.

We see parents, carers and others in the local community as integral to the life of the school and will seek to involve them as much as possible in our work.

We will ensure that our resources are managed efficiently and deployed where they give maximum benefit to the children.

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.

Publication

This policy is published on the school website and paper copies are available upon request.

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 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.

This policy complies with our funding agreement and articles of association.

Aims of this policy and plan

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and the local committee of governors, and will advise other school documents.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education physical, sensory, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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 provision of specialist of auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies and documents:

Curriculum Policy

Public Sector Equality Duty Objectives

Health and Safety Policy

Behaviour Policy

School Improvement Plan

Barrow Hedges Primary School Accessibility Plan 2021-2023 - Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability Develop guidance on making trips accessible	On-going	All pupils are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required	Disabled children feel able to participate equally in out of school activities
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	On-going	Raised confidence of support staff
Ensure disabled children can move around the school free from hazard	Continue to monitor shared spaces such as corridors and ensure that Year Group Leaders keep these tidy and accessible	On-going	Disabled children move around the school safely
To ensure that the curriculum resources include examples of people with disabilities	Work with Subject Leaders to review current provision and extend/enhance as appropriate	Focus for 2022-23	High quality resources accessible to children promoting and celebrating children and families of all abilities

Current good practice:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to ensure it meets the needs of all pupils

Barrow Hedges Primary School Accessibility Plan 2021-2023 - Improving the physical access

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers</p>	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Annual reminder to parents and cares through newsletter to let us know if they have problems with access to areas of school</p> <p>Update PEEPs (Personal Emergency Evacuation Plans) for those children who have one for current academic year. Create new PEEPs as required</p>	<p>As required</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs</p> <p>All staff & governors are confident that their needs are met</p> <p>Continuously monitored to ensure any new needs arising are met</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Ensure staff are aware of need to keep fire exits clear</p>	<p>Daily</p>	<p>All disabled personnel and pupils have safe exits from school</p>
<p>Accessible car parking</p>	<p>Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school</p>	<p>On-going</p>	<p>There is a place for disabled members of staff and visitors to park throughout the school day</p>

Current good practice:

- New building was opened in 2017 and is specifically designed to meet the needs of learners.

Barrow Hedges Primary School Accessibility Plan 2021-2023 - Improving the delivery of information to pupils, staff, parents and visitors with a disability

Target	Strategies	Timescale	What will success look like?
Gain a more comprehensive understanding of our community's needs	Audit of community to ascertain where improvements to our communication can be made	By the end of academic year 2021-22	Positive parent feedback (e.g. annual surveys)

Current good practice:

- A range of strategies is in place to support children during the school day.
- The school makes highly effective use of external expertise such as Speech and Language Therapists, Occupational Therapists, etc.
- Staff have relevant training (e.g. Makaton)