



Accessibility Plan

School Name: Barby CE Primary School

Role	Designated Person
Headteacher	Mrs Suman Bedi
Designated Lead	Mrs Suman Bedi
Date written and approved by governors	November 2023
Date to be reviewed	November 2024

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1. Aims

Barby 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 school is 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.

(See below for action plan)

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.

Our 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.

We have included a range of stakeholders in the development of this accessibility plan. This includes pupils, parents, staff and governors of the school.

2. 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, 0 to 25 years (2014)* '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 accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

3. Monitoring Arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by pupils, parents, staff and governors of the school and approved by the governing body.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase Access to the Curriculum for Pupils with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<ul style="list-style-type: none"> Focus on inclusive high quality teaching Adapted and personalised curriculum for all pupils. Tailoring resources to support access to the curriculum. Curriculum resources to include examples of people with disabilities. Review of the curriculum to ensure it is inclusive Access to statutory assessment Disability awareness training for staff and governors Links to other policies Access to extra curricular activities, visits and trips. 	<p>Recognise the need to tailor the curriculum to suit individual needs if and when necessary. Purchase or loan of specific equipment/ technology.</p> <p>Ensure all staff who work with children with a specific need are trained and are fully aware.</p> <p>Ensure all children can access activities, trips and visits through risk assessments.</p>	<p>All staff</p> <p>SLT, Teachers and TA's</p> <p>Headteacher, SENCO, Risk assessment trained staff.</p>	Ongoing	<p>All children who attend Barby C of E School have access to the whole curriculum to support their learning needs.</p> <p>Training is undertaken every year for staff CPD and the wellbeing of all pupils to aid their learning.</p> <p>Risk assessments to be completed for all activities, visits and trips. Headteacher and SENCO to oversee these.</p>

2. Improve and Maintain Access to the Physical Environment

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Making environmental adaptations to the needs of pupil/ visitors as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Lifts</i> • <i>Corridor width</i> • <i>Disabled toilets and changing facilities</i> • <i>Access to specific area of the building</i> • <i>Access to outdoor areas</i> • <i>Emergency exits and evacuation procedures</i> 	<p>Ensure steps are kept clear.</p> <p>Ensure any wheelchair user is aware of the toilet location.</p> <p>Review if any new or existing staff/ pupils become wheelchairs users.</p> <p>Review if any new/existing staff are wheelchair users.</p> <p>Discuss with Fire Service when they visit.</p> <p>Produce school map, preferably with a tactile and visual element.</p>	Headteacher, Premise officer, office staff.	Reviewed termly	<p>There is ramp for wheel chair access.</p> <p>All staff and pupils are aware of access points.</p> <p>Disabled Toilet is signposted and all staff are aware of this.</p> <p>Selected staff to have fire safety training 2022.</p> <p>Ensure all paths have an even surface.</p> <p>Wheelchair access to mobile building and rear of main building.</p> <p>Consider installing handrail should the situation change, no problem currently detected.</p> <p>Maps of layout to be displayed in main areas, including Fire Exit points.</p>

3. Improve the Delivery of Information to Pupils (and Other Stakeholders) with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Developing the use of a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille resources where needed</i> • <i>Pictorial or symbolic representations</i> 	<p>Visual timetables to be available to all.</p> <p>Toilets and specific areas in the school to be labelled with symbols as well as words.</p>	<p>All staff</p> <p>Headteacher, Premise officer</p>	<p>Reviewed termly</p>	<p>Visual timetable resources are accessible to all staff.</p> <p>Signage is clear around the whole school.</p>