



Barley Fields
Primary School

**Accessibility Policy and Plan
2021**

Date Issued:	Mat 2021
Prepared by:	Head Teacher
Review date:	May 2023
Date Adopted by Governing Body:	May 2021

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

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.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs. In accordance with the Act the plan focuses on three 'key areas':

Area 1 - 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. 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.

Area 2 - 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;

Area 3 - 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.

The Accessibility Plan will be drawn up to cover a three-year period and reviewed annually.

In drawing up an Accessibility Plan the school identifies the following priorities:

- To provide safe access across the school for all stakeholders;
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To include the views of parents of children and young people with a disability.

As a school we are committed to equal opportunities and inclusion. The Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities

This Policy will be reviewed in 2023

- Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, absence management

Review and Implementation

The Accessibility Plan is reviewed annually by the Governing Body. In addition, it will be reviewed three yearly by the Senior Leadership Team following consultation with the larger school community, parents and School Council.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Barley Fields Primary School - Accessibility Plan 2021-2023

Area 1: Increasing the extent to which disabled pupils can participate in the school curriculum

Current Strengths:

- Close working relationships with nurseries and pre-schools and thorough transition arrangements.
- Including multi-agency meetings with parents and professionals involved in supporting the child.
- Preparation for inclusion via staffing, physical resources and SEND support

The school SEND policy ensures that staff have skills to identify, support, assess and arrange suitable provision for pupils with special educational needs and / or disability.

The school's governors, teachers, teaching assistants and lunchtime supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders and complex medical needs
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia

Working with outreach services, health professionals and Educational Psychology Service. The school works closely with specialist services including:

- Hearing Impairment
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists

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- Special School Outreach
- Educational Psychology Service
- CAMHS
- GPs and pediatricians
- School Nurse Team
- Counselling
- Other advisory services and charities

The SENCo **team** manages the EHC process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The leadership team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Action

Objective	Action	Success Criteria	Timescale/ Costs	Review
Audit of pupil needs and staff training to meet those needs	Review the specific needs for pupils living with a disability, in terms of basic skills, relationships and future aspirations.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	HT Autumn 2021	
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation and equality of access for all children.	Full participation offered to all pupils	allocated budget annually	
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms linked to pupil needs	Whole school community aware of issues relating to curriculum access Checklists/advice offered to staff from SENCO/HT	HT	
Training for staff on increasing access to the curriculum for pupils with a range of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole School Training on: <ul style="list-style-type: none"> • ASD • SpLd - dyslexia, dyspraxia, dyscalculia • Speech and Language Needs • Sensory Needs • Bereavement Training 	HT SENCO	

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		<ul style="list-style-type: none"> • Attachment • Team Teach – handling • <p>Targeted training for staff:</p> <ul style="list-style-type: none"> • Children with a brain tumor in the classroom • ASD – Early Bird Programme 		
Targeted use of appropriate specialist equipment for individual pupils	<ul style="list-style-type: none"> • Access to Laptops • Specific training in word processing skills through 2 simple Touch Type Program. • Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. • Wobble cushions and support seating as recommended by OT • Coloured overlays/specialist books for pupils with visual difficulty • Specially shaped pencils and pens for pupils with grip difficulty. 	Specialist equipment made available and used as required by targeted pupils	Annual SEN curriculum budget £1500	

Area 2: improving access to the physical environment of the school

Current Strengths:

There are very few parts of the school to which disabled pupils have limited or no access and we have made minor adjustments to improve access and support the needs of the current community.

Automatic doors fitted to main entrance

In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

Action

Objective	Action	Success Criteria	Timescale/Costs	Review
To ensure facilities to support children with personal hygiene needs are available.	Review facilities in disabled toilet area and nursery for children who require adult assistance with personal hygiene	facilities to assist the personal care of children are available in nursery and disabled toilet		
Access into school and reception area to be fully compliant with individual	Designated disabled parking for parents to be promoted and signposted. Ensure disabled parking spaces are always available for those parents and pupils	Parents/children given priority access to disabled parking bay in staff car park	Promotion in Reception Area	

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needs				
Improvements to help the people with hearing impairment	Maintain use of sound system in classes where a child has a hearing impairment	Sound System used effectively in classrooms	Repair and maintenance costs of sound system	

Area 3: Current Actions: Improving the delivery of information to persons with a disability

Current Strengths:

School staff are aware of the services available for converting written information into alternative formats.

Action

Objective	Action	Success Criteria	Timescale/Costs	Review
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats. School community aware of facilities/availability of alternative communications through signs/newsletters.	The school will be able to provide written information in different formats when requested for individual purposes		
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it. Documents sent electronically to parents/enlarged print copies available Office staff to offer personalised support for stakeholders and verbal information	Photocopying costs for large print/	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it		

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