



PRINCE REGENT

STREET TRUST



Barley Fields
Primary School

Accessibility Plan

Status	Date
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Prepared by:	Head Teacher
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Statement of intent

This plan outlines how **Barley Fields Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Governing Body will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 2025	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2026
	Staff members do not have the skills to support pupils with SEND	Training for staff on increasing access to the curriculum for children with a range of Disability Issues Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer 2025	Staff members have the skills to support pupils with SEND CPD opportunities using national college and external providers: • ASD • SpLd - dyslexia, dyspraxia, dyscalculia • Speech and Language Needs • Sensory Needs • Bereavement Training • Attachment • Team Teach – handling Targeted training for staff: ASD – Early Bird Programme Talk Boost KS1	Autumn 2026

	Classrooms are not organised to promote the participation and independence of all children	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms linked to pupil needs Adaptive teaching used to facilitate inclusion and meet all children's needs	Headteacher, teachers, SENCO	Summer 2025	Whole school community aware of issues relating to curriculum access Checklists/advice offered to staff from SENCO/HT as needed	Summer 2026
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process Review all out-of-school provision to ensure compliance with legislation and equality of access for all children.	Teachers, SENCO	Spring 2025	Planning of school trips takes into account pupils with SEND Full participation offered to all children	Summer 2025
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND Targeted use of appropriate specialist equipment for individual children	Headteacher, ICT manager, SENCO	Autumn 2025	Pupils with SEND can access lessons • Access to Laptops/IPads • Sloping boards and adjustable tables for children with fatigue problems or physical disability. • Wobble cushions and support seating as recommended by OT • Coloured overlays/specialist books for children with visual difficulty • Specially shaped pencils and pens for children with grip difficulty.	Summer 2025

Planning duty 2: Physical environment

There are very few parts of the school to which disabled children have limited or no access and we have made minor adjustments to improve access and support the needs of the current community. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

	Issue	What	Who	When	Outcome	Review
Short term	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	Head Teacher	Spring 2025	Facilities to assist the personal care of children are available in nursery and disabled toilet	Summer 2026
Medium term	Access into school and reception area to be fully compliant with individual needs	Designated disabled parking for parents to be promoted and signposted. Ensure disabled parking spaces are always available for those parents and children	Head Teacher	Spring 2025	Parents/children given priority access to disabled parking bay in staff car park	Autumn 2025
	Improvements to help the people with hearing impairment	Maintain use of sound system in classes where a child has a hearing impairment Purchase of large speaker linked to hearing devixes (YR child)	Head Teacher	Summer 2025	Sound System used effectively in classrooms	Autumn 2026
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SBM/building contractors	Summer 20XX	School buildings are fully accessible	Autumn 20XX

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
	School does not know how to make written information accessible	Schools seeks advice from external advisors Availability of written material in alternative formats when 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.	SENCO	Summer 2025	School is aware of local services for converting written information into alternative formats The school will be able to provide written information in different formats when requested for individual purposes Documents sent electronically to parents/enlarged print copies available Office staff to offer personalised support for stakeholders and verbal information	Summer 2026
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 2025	Written information is fully accessible to children with visual impairments	Summer 2026
Long term	School website is not accessible	Audit of website	ICT manager	Summer 2025	Website is fully accessible	Summer 2026

Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **date**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.