



Barnfields Primary School
Accessibility Plan



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1. Statement of Intent	
<p>This plan outlines how Barnfields 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).</p> <p>A person is regarded as having a disability under the 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.</p> <p>This plan aims to:</p> <ul style="list-style-type: none">• 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. <p>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 Governing Board recognises 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:</p> <ul style="list-style-type: none">• 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. <p>The plan will be resourced, implemented, reviewed and revised in consultation with:</p> <ul style="list-style-type: none">• The parents/carers of pupils• The Headteacher and other relevant members of staff.• Governing Board• External partners. <p>This plan is reviewed biannually to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.</p>	

Planning Duty 1: Curriculum

Target	Strategy	Timescale	Outcome/Impact
Develop the use of ICT to support pupils with a Disability/Special Educational Need	Conduct an audit of the current ICT access in school. Purchase additional hardware/software resources. Staff to utilise ICT to support curriculum access.	September 2021	Children to be able to access computers and laptops in the classrooms to personalise and tailor learning to the specific needs of the child. Children with specific fine motor difficulties to be able to word process or use alternative recordings of work.
Increase staff subject knowledge of how to support children with a Disability/Special Education Needs	Staff to receive specific training from the SENCO on how to effectively support children with varying learning difficulties. Ensure that there are rigorous policies and procedures in place to identify and monitor awareness and SEND children.	Summer 2021	SEND children to have access to a rich, broad and balanced curriculum through embedded dyslexic friendly practice, materials and environments.
Meet the individual needs of pupils during statutory testing	Access the children with specific needs in accordance with regular classroom practice. Apply for the correct support for individuals throughout the testing period.	Annually	Children with specific needs to be assessed and provided with the correct support during testing. This may be additional time, scribe, 1:1 reader or modified tests e.g. enlarged print.
All school visits and trips need to be accessible to all pupils	Staff to ensure that all venues and transport are assessed for suitability. Risk assessments to be agreed before any visit can take place.	Ongoing	All children are given the opportunity to access the curriculum in full.

Planning Duty 2: Physical Environment

Target	Strategy	Timescale	Outcome/Impact
Ensure that all areas of the school building and grounds are accessible for all children and adults.	Conduct an audit of the school building and grounds, ensuring that the site continues to remain accessible for all. Consideration will continue to be given to which classroom is most appropriate for specific pupils during transition	December 2020	Adaptions will be made if necessary.
Continue to ensure corridors are always clear of clutter and doorways are not blocked.	All staff to ensure that both adults and pupils are able to move around with ease including those in wheelchairs/visually impaired/other relevant disabilities.	Ongoing	The school site is accessible for all.
All disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	Ongoing	All staff are aware of the need to keep fire exits clear and their role in the event of an evacuation.
Appropriately maintain the availability of the disabled car parking space available close to entrance	Ensure the disabled car parking space is always available by challenging any inappropriate parking. Review the possibility of creating a further disabled space in the main car park.	Ongoing Summer 2021	The disabled parking spaces will be available for use by disabled staff / visitors to school

Planning Duty 3: Information

Target	Strategy	Timescale	Outcome/Impact
<p>Inclusive discussion of access to information to provide families with a variety of alternative communication methods.</p>	<p>Provide a variety of access to information and communicate effectively about school to keep parents well informed.</p>	<p>December 2020</p>	<p>Parents to be able to access information about school through the website, email, telephone, assemblies, Parents' Evening, 'Meet the Teacher' evenings and parental workshops. Parents with additional needs to have the support in place to enable access to school.</p>
<p>Ensure that all risk assessments will identify SEND pupils or those with medical needs. Measures to be taken to ensure their safe and full participation alongside their peers</p>	<p>SLT to approve risk assessments and seek appropriate further advice for individual SEND pupils/those with medical needs as required from external agencies</p>	<p>Ongoing</p>	<p>Disabled children/those with medical needs are able to appropriately and safely access all school activities alongside their peers.</p>