

Barnfields Primary School Accessibility Plan

Date Approved: September 2026	Print Name: Sue Francis
Date to be Reviewed: September 2029	Signed: Sue Francis
1. Aims of the Accessibility Plan	
This plan outlines how Barnfields 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). As a proud Rights Respecting School, Barnfields is committed to ensuring that every child is valued, included and able to participate fully in all aspects of school life, with their individual rights, needs and dignity respected. 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. 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 considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Trust must have regard to the need to allocate adequate resources in the implementation of this strategy. The Trust 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 by Governors (delegated by Trustees) in consultation with: • Pupils' parents. • The Headteacher and other relevant members of staff. • Governors. • External partners.	

This plan is reviewed **every three years** to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

2. Legal Framework

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

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- 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
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- LGBTQ+ Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles and Responsibilities

The Governing Board in each school 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.

4. The Accessibility Audit

The Governing Board will ensure that accessibility is regularly reviewed, including through an accessibility audit where appropriate, to identify existing and emerging barriers, evaluate the impact of actions taken and inform future priorities. The audit will cover the following three areas:

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

When conducting the audit, the Governors 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
- **Cognition, communication and neurodivergence** – this includes pupils whose access may be affected by communication, processing, attention or learning differences, including 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: Curriculum			
Target	Strategy	Timescale	Outcome/Impact
Further develop staff expertise in inclusive classroom practice.	Provide ongoing professional development focused on adaptive teaching, SEND, accessibility and inclusive curriculum design.	Ongoing	Staff are confident in meeting a diverse range of needs while maintaining high expectations for all pupils.
Improve speech, language and communication skills for identified pupils.	Implement Time to Talk intervention programmes for pupils requiring additional support with oral language, social interaction, attention, listening and communication skills.	Sept 2026	Pupils demonstrate improved communication skills, greater confidence and enhanced readiness to access classroom learning
Strengthen early language development in EYFS.	EYFS staff will undertake Stoke Speaks Out training to further develop expertise in speech, language and communication development and implement evidence-informed approaches to support language acquisition and early identification of need.	Sept 2026	Early language needs are identified and addressed promptly, enabling children to develop strong foundations for learning and communication.
Improve curriculum access for pupils whose social, emotional and mental health (SEMH) needs create barriers to learning.	Embed the myHappyMind programme across all year groups and use its strategies consistently to support emotional regulation, resilience, wellbeing and readiness to learn.	Sept 2026	Pupils with SEMH needs are better able to regulate emotions, engage in learning and participate successfully in school life.
Ensure all pupils with SEND or additional needs have equitable access to the full curriculum.	Maintain an ambitious and inclusive curriculum through high-quality adaptive teaching, reasonable adjustments, carefully scaffolded learning and targeted interventions where necessary.	Sept 2027	All pupils can access and participate fully in the curriculum, enabling them to make progress, achieve success and reach their full potential.
Further develop the use of assistive technology to improve curriculum access.	Enhance the availability and use of assistive technology, accessibility tools and specialist software to support pupils with identified needs.	Sept 2027	Pupils with SEND have improved access to the curriculum, experience fewer barriers to learning and develop greater confidence and independence in their learning.
Increase access to enrichment opportunities.	Provide a broad range of clubs, groups and experiences within and beyond the school day, with reasonable adjustments and targeted support where required to ensure full participation.	Sept 2027	Pupils, including those with SEND and disabilities, participate fully in the wider life of the school, developing confidence, resilience, independence and aspiration.
Ensure pupils with additional or specific needs are appropriately supported during statutory assessments.	Identify and assess needs early and apply appropriate access arrangements in line with statutory guidance, including readers, scribes, additional time and modified materials where required.	Ongoing and prior to all internal and statutory assessments	Pupils are able to participate fully in assessments and demonstrate their knowledge and understanding fairly.

Planning Duty: Physical Environment			
Target	Strategy	Timescale	Outcome/Impact
Further improve signage across the school to create an accessible, inclusive and welcoming environment for all pupils.	Develop clear and purposeful signage that supports routines, expectations and learning, while positively reflecting the diversity and individuality of the school community.	Sept 2027	Pupils can navigate and understand the school environment confidently and feel recognised, valued and that they belong within the school community.
Develop a calm and accessible outdoor wellbeing space to support pupils whose disabilities or additional needs affect emotional regulation, sensory processing or social interaction.	Develop a dedicated wellbeing garden where pupils can access quieter activities and a calm environment during social times, supported by appropriate resources and supervision where required.	Sept 2028	Pupils have access to a safe and nurturing space that supports emotional regulation, promotes positive wellbeing and provides greater choice in how they spend their breaktimes.
Provide an alternative recreational space for pupils who experience sensory overload or difficulties engaging in large-group play.	Develop and enhance alternative outdoor provision, including the canopy area as a calm and inclusive space for reading, reflection and quieter social interaction.	Sept 2027	Pupils have increased choice during social times and can access an outdoor environment that meets a wider range of needs and interests.
Maintain an accessible physical environment across the school site.	Conduct regular audits of the school environment and address identified barriers where feasible and appropriate.	Ongoing	The school environment remains accessible, safe and inclusive for pupils, staff, parents and visitors.

Planning Duty: Information			
Target	Strategy	Timescale	Outcome/Impact
Provide pupils and families with accessible safeguarding and wellbeing information, resources and support.	Maintain clear and up-to-date safeguarding and wellbeing information on the school website, introduce the myHappyMind app for families and provide practical guidance and resources to support specific needs and new experiences.	Sept 2027	Pupils and families feel well supported, understand where and how to access appropriate help and confidently use available wellbeing resources.
Ensure information provided to pupils is accessible and adapted to meet individual communication and accessibility needs.	Provide information in appropriate formats, including enlarged print, simplified language, visual supports, symbols, assistive technology or alternative formats, according to individual need and in consultation with pupils and families where appropriate.	Ongoing	Pupils with disabilities can access, understand and use school information on an equitable basis with their peers.
Ensure safeguarding, wellbeing and key school information is accessible to all pupils and families.	Provide information through a range of accessible formats and communication methods, including digital platforms, visual supports and adapted materials where appropriate.	Sept 2026	Families receive timely, accessible information and are able to engage fully with school communication, strengthening parental engagement and creating a more connected and inclusive school community.
Ensure families can access school information in a format that meets their needs.	Make paper copies of school correspondence and key information available upon request through the school office.	Sept 2026	Families have equitable access to accurate and up-to-date school information in an accessible format.
Ensure the school website remains informative, accessible, compliant and up to date.	Regularly audit and review the school website, using appropriate compliance tools and guidance, to ensure statutory information remains accurate, current and accessible.	Sept 2026	Families have access to accurate, accessible and up-to-date information, supporting transparency, compliance and effective communication between school and the wider community.
Strengthen engagement with pupils and families regarding accessibility.	Seek feedback through consultations, surveys and meetings when appropriate to identify barriers and inform future developments.	Ongoing	Accessibility improvements are responsive to the needs of pupils, families and the wider school community.