



Accessibility Plan - 2017-2020



We believe that this Accessibility Plan is compliant 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.

1. The Barnston School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been updated to reflect new statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

3. We are committed to providing a fully 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.

4. Barnston School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers improvements to the physical environment of the School and physical aids to access education.

- Increase access to the **curriculum** for pupils with a disability, expanding 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 **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities Policy and objectives
- Staff Development handbook
- Health & Safety (including off-site safety)
- Disability Equality Scheme
- Inclusion
- Special Educational Needs
- Behaviour
- School Improvement Plan
- School Prospectus and Mission Statement
- Creative curriculum Policy

8. The Accessibility Plan will be published on the school website.

9. The Accessibility Plan will be monitored through the Governing Body Curriculum Committee.

10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Issue No: 2

Date Approved: 2017

Review Date: 2020

Improving the Physical Access at Barnston Primary School

Planning Area	Targets	Strategies	Timescale	Lead	Success Criteria
Physical Access	Provision of a disabled ramp to new outdoor classroom	Disabled ramp to make outdoor room accessible for adults and pupils.	2017-18	Head Teacher	Pupils and adults have access to the outdoor library.
	Provision of Load to Learn on iPads	Extended resources for pupils with sight difficulty.	2017-18	Deputy Head Teacher	Pupils and staff with Vision impairments are able to see materials with greater ease.
	Provision for pupils with walking difficulties to be allocated classrooms for easy access.	Availability of classroom without a step up for classes who have pupils with walking difficulties/ disabilities.	As necessary	Headteacher	Pupils with walking difficulties have the opportunity to access the classrooms.
	Provision of private taxi for pupils with walking disability to be taken on trips.	Taxi provided and paid for by the school for pupils who have walking disabilities.	As necessary	Head Teacher	Pupils with walking disability able to go on school trips
	Provision of sports coach to work with pupils with disabilities.	Specified sessions to work on stretches/balances/holding a course through obstacles etc.	2017-20	Head Teacher	Confidence increased by those with dyspraxia or other specific disabilities to engage in PE/games activities.
	Provision of turning points for wheelchairs.	Declutter of corridor to enable wheelchair access and turning points if necessary.	2017-18	Head Teacher	Wheelchair users have easy access and turning in school.
	Provision for children with disabilities at lunch time.	Provide the correct seating/training for staff on 'feeding' children with disabilities	2017 onwards	Head Teacher	Pupils will be fed at the same time as other pupils, will be more willing to try different foods.

Improving the Curriculum Access at Barnston Primary School

Planning Area	Targets	Strategies	Timescale	Lead	Success Criteria
Curriculum Access	Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements. Increase in access to the National Curriculum. All differentiation is adapted into lesson plans.	Continuous	SLT	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
	Training for staff in the identification of and teaching children with Autistic Spectrum Disorder (ASD) and other specific learning difficulties.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Undertake an audit of staff Special Educational Needs (SEN) training requirements. All staff attend appropriate training. Outreach provisions from external agencies.	Ongoing	Special Educational Needs Co-ordinator (SENCO) Disability Discrimination Act (DDA) Co-ordinator (Head)	All staff have a wider knowledge of how to include children with SEN in the curriculum and all children with ASD are successfully included in all aspects of the school life. Specific Learning Support Assistant (LSA)s have taken part in Dyslexia and Speech and Language training.
	Resources and provision for pupils with SEN and social, emotional and behavioural difficulties to help with their learning needs. Specific resources and sessions for children with ASD and behavioural difficulties.	Art therapy from outside agencies and Emotional Learning Support Assistant (ELSA) sessions for individuals with specific needs. A range of resources for pupils with ASD and sensory and motor issues e.g. weighted dog.	From 2017 and Ongoing	SENCO	Pupils to have access to resources which will enable them to be included within the curriculum and support specific needs.
	All out-of-school activities are planned to ensure the participation of the whole range of pupils.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Review all out-of-school provision to ensure compliance with legislation.	2017-2020	Extra-Curricular Co-ordinator	Increase in access to all school activities for all disabled pupils. British Sign Language Club will raise awareness of hearing impairment.

	Classrooms are optimally 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 class bases. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	As necessary	Class teachers	Increase in access to the New National Curriculum.
	Training for Awareness Raising of Equality Issues.	Provide training for staff, pupils and parents. Whole school community aware of issues relating to access. Outside agencies to provide information and training of a range of disabilities to the pupils and staff.	Ongoing DDA required sessions as necessary	Headteacher SENCO	Staff and pupils have a wider knowledge of the range of disabilities young people can have. Outside visitors/organisations have given appropriate information and training to staff and pupils.
	Ensure all children on SEN register have a provision map in place. Provision maps for all children on the SEN Register.	Provision map is up to date and forms a key part of the planning and assessing process for all staff.	Reviewed every term	SENDCO	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.
	Review of LSA deployment to support children with particular needs. Including the children with special educational needs and learning difficulties.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities. In review meetings with LSAs, establish priority of support for children with SEN and learning difficulties. LSAs to liaise with class teacher and SENCO for additional resources and training to meet the needs of the children they specifically work with. Training for LSAs to help them meet the needs of the children they are working with. Whether by SENCO or outside agencies. Safe-guarding children with disabilities training given.	Reviewed regularly	SENDCO Deputy Head Teacher	Children who need individual adult support to participate in some activities have access to this support.

	<p>Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.</p>	<p>Employment of specialist support assistants with skills and expertise.</p> <p>Specialists are used to work with pupils or provide training for staff.</p>	<p>Ongoing</p>	<p>SENCO Head Teacher</p>	<p>Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities.</p> <p>Specialised support and resources are used to meet the needs of children with a disability and special educational needs.</p>
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