



Barrowby Church of England Primary School

Accessibility Policy

1. Introduction

At Barrowby CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

2. The purpose and direction of our school's: vision and values

At Barrowby CE Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Barrowby CE Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;

- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

3. Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

These include:

- Asthma
- Diabetes
- Sight problems
- Hearing problems
- Autism
- Hereditary Spherocytosis
- Eczema
- Hypothyroidism
- Hypermobility

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

4. The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

The Governors and head teacher will be responsible for monitoring this action plan. The finance committee will assess the financial requirements and refer these to the full governing body.

The Headteacher and teaching staff will be responsible for the day to day implementation. The plan is to be made accessible to all through the website.

5. Accessibility Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: October 2023

Next review: October 2026

Barrowby CE Primary School Accessibility Plan: September 2023 – September 2026

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Curriculum not fully accessible for SEN pupils	Provide laptops and ICT equipment to enable personalised learning for SEN pupils Training needed for specialist programmes and equipment.	Headteacher. ICT Co-ordinator SENCo	Immediate and ongoing	SEN pupils more able to access curriculum	Headteacher/ SENCO
2	Policies need reviewing to ensure adherence to current legislation and an agenda item for governors.	Review policies – Equality and disability policy, Equal Opportunities, SEN policy etc	Governors and staff.	Short term – Review	Policies regularly reviewed and adapted	Governors
3	Availability of written material in alternative formats (supporting hearing impaired parents)	School makes itself aware of the services available through its LA for converting written information into alternative formats.	L.A. Head Teacher Admin Staff SENCo	On-going	If needed the school can provide information in alternative formats	Head Teacher Feedback from parents and staff.
4	Information accurately disseminated to all stakeholders.	Continue to develop methods of informing all stake-holders relevant information ensuring accurate dates and helpful material gets to the right people. School letters. Website Newsletters		Website to be continuously developed	Physical accessibility of the school is increased	Head Teacher Feedback from pupils.

5	Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission. All school staff.	On-going	Teachers, TAs and Lunchtime Staff aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENCo. Class Teachers. Lunchtime staff. Other non-teaching staff.
		Promote disability equality via <ul style="list-style-type: none"> <input type="checkbox"/> Staff meetings. <input type="checkbox"/> PSHCE lessons. <input type="checkbox"/> Assemblies. <input type="checkbox"/> Celebrating difference. 	Whole staff	On-going	Increased whole school awareness of disability issues.	SENCo All staff.
6	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils
7	Ensure that after-school clubs are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
8	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	On-going	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENCo.

9	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	<p>Policies to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content <input type="checkbox"/> Strategies <input type="checkbox"/> Resources <p>That could be employed when planning for pupils with difficulties or disabilities.</p>	Whole staff. Subject leaders. Advisors.	As Policies are reviewed.	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.
10	The school grounds cater for all pupils providing quiet and peaceful areas as well as active learning areas.	Sensory garden continues to be developed in the school grounds.	All staff		Quiet/ active areas developed for different environments and activities.	Assistant Headteacher / RE Co-ordinator
11	SENco workload and knowledge	Research the sharing of SENco between partner schools	Head and Partner Schools		Sharing of information. Reduction of time.	Special Needs Governor