

Peterborough Diocese Education Trust

Barby Church of England Primary School



Accessibility Plan

Committee Approved:

Date:

Reviewed:

Reviewed:

Barby CE Primary School **Accessibility Plan**

Barby CE Primary School is committed to an inclusive ethos which values the achievements of all children irrespective of disability. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (EA). This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Barby CE Primary School.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months. The EA 2010 definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Barby CE Primary School.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Target 1: Ensure access to the school curriculum for disabled pupils					
Action	Who?	Date	Strategies	Success Criteria	Monitoring
Ensure that there is sufficient differentiation across the curriculum	Class Teachers	On-going and as required	Monitor staff planning; CPD needs;	CTs are confident in ensuring that all pupils can access the curriculum	HT; SENCo; Curriculum Governors
Ensure that classroom support staff are trained to support pupils with specific needs	Teaching Assistants	On-going and as required	Book training on a TTD as and when needed	TAs understand their role in ensuring that they understand how to support the learning of disabled pupils	CTs; SENCo

Review the use of computers to support learning	CTs, ICT Co-ordinator	From Sept 2014	Ensure that relevant programmes are installed; obtain special equipment as needed	Computer work is evident in the learning plans for disabled pupils; appropriate equipment is in use	HT; SENCo; Curric Governors
Ensure that pupils with disabilities have access to PE	CTs, PE Co-ordinator	From Sept 2015 or sooner if required	Do research on accessible PE and sports; invite disabled athletes in to school; ensure that goalposts are brightly painted	All pupils to have access to a challenging PE curriculum	CTs; Curric Governors
Ensure that all educational visits are accessible for all.	CTs, Educational Visits Coordinator	From Sept 2016 or sooner if required	Carry out a site visit with specific disability in mind; carry out rigorous risk assessments	Disabled pupils have equal access to all visits	HT; EVC; Health and Safety Governors
Children become increasingly aware of how they learn best	CTs	From Sept 2014	Encourage pupils to express their preferences and access needs; increase opportunities for personalised learning	Pupils articulate their needs and adults understand learning styles; PSHE gives pupils the vocabulary to use to explain their needs	HT; Curriculum Governors
Develop visual timetables in all classrooms	CTs	From Sept 2014	Agree whole school approach; share good practice	All pupils are clear about the order of the day	Governor learning walks
Organise specific disability training as needed	HT, SENCo, School Business Manager	From Sept 2014 as needed	Review skills and create a training plan	Skills and awareness are improved	Curriculum Governors
Analyse data to ensure that disabled pupils are making good or better progress	CTs; HT	From Sept 2014 as needed	Termly analysis takes place as for all pupils; end of year outcomes are matched to expectations	Pupils made good or better progress	HT; Curriculum Governors

Target 2: Increase physical access to the school site and the building

Action	Who?	Date	Strategies	Success Criteria	Monitoring
Increase awareness of the accessibility needs of all stakeholders	SBM; School Secretary; CTs	Annually from Sept 2014 or as needed	Create access plans for individual pupils as part of the IEP process; be aware of the access needs of all stakeholders through discussion	IEPs in place for all disabled pupils; staff are aware of pupil needs; all stakeholders are satisfied that their access needs are met	HT; H&S governors
Ensure that the school layout enables disabled pupils to access all areas in order to work with their class	SENCo	From Sept 2015 or sooner if required	Consider the needs of all stakeholders when planning extensions; have clear signage and markings; consider the brightness and volume of the audio-visual equipment	The building is user friendly and accessible for all stakeholders	Premises Governors; SBM; HT
Ensure that the entrance area is accessible to disabled parents and carers	SBM; School Secretary	From Sept 2016 or sooner if required	Ensure that the main doors are wide enough for a wheelchair; signs are brightly coloured	Disabled parents and visitors feel welcome and can access the building as independently as possible	Governors through face to face meetings or surveys
Improve exterior signage to ensure that visually impaired people can access to building	SBM; School Secretary	From Sept 2016 or sooner if required	Ensure that the disabled parking spaces are clearly marked; consider extending the textured paving; improve the external lighting	Visually impaired people feel safe and confident in the school grounds	Governors through face to face meetings or surveys
Ensure that all disabled pupils can be safely evacuated in the case of an	SBM; SENCo	Every September or sooner if required	Put in place an individual plan for all pupils with difficulties; ensure that all	All disabled pupils and staff working with them are safe in the event of a	HT; Parents

emergency			CTs and TAs are aware of these	fire	
Check that all fire exits are suitable for all stakeholders	H&S governors	Every September or sooner if required	Check the width of the fire exits; ensure that the escape plan doors comply	All disabled stakeholders have safe, independent escape routes from the building	SBM; HT

Target 3: Improve the delivery of written information					
Action	Who?	Date	Strategies	Success Criteria	Monitoring
Ensure that the information for parents and carers is accessible	School Secretary	As required	Provide information in clear print and in plain English; support parents and carers in filling in forms	All school documents are in plain English and are clear to read	HT; Governors
Adapt the format of school documents for the visually impaired	Office staff	As required	Letters are suitably enlarged and clear	High level of satisfaction	HT; Governors
Provide information in other languages	Office staff; CTs	As required	Translate documents in to other languages as required	All stakeholders feel supported and included	Governors
Languages other than English to be visible around the school	CTs; HT	From Sept 2014	Multi-lingual signs evident around the school	All stakeholders feel included	