



Barnby Dun Primary Academy

ACCESS PLAN (2015 – 2019)

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.
2. Barnby Dun Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to;
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the other pupils; (If a school fails to do this they are in breach of the Equality Act). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame e.g. texts via the phone.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

	Action required	Strategy	Responsibility	Time Frame	Evaluation
Short Term	<p>Ensure that all disabled pupils can be safely evacuated during structured and unstructured times.</p> <p>Use a system to ensure all staff are aware of their responsibilities. To review which classroom would be the best one to hold Calming Hub in to ensure a smooth quick exit if needed.</p>	<p>Put in place Personal Emergency Evacuation Plans for identified pupils, Child's TA/LSA, class teacher, Head, SENCO/Inclusion Manager to be named on PEEPs.</p> <p>Staff around Calming Hub area to support to ensure all pupils can be safely evacuated from Calming Hub lunchtime club.</p>	Mrs Cowling and Miss Hirst (SENCO/ Inclusion Manager) in discussion with Class Teachers.	September and then as and when necessary.	PEEPs completed and updated September 2018 and ongoing
Short Term	To introduce the ELSA and values to enable children	Time for ELSA practitioner to complete assessments and put	Mrs Cowling/ Miss Hirst Class Teachers	September 2018 and then ongoing	

	with attachment/ SEMH difficulties to access curriculum activities with greater success	action plans in place. Awareness training to the whole school.			
Short Term	To provide a Calming Hub over lunchtime – a safe area for vulnerable children and children experiencing SEMH and SLCN difficulties.	Vulnerable children and children with SEMH and SLCN difficulties will have a safe area in which to share their worries, calm down and prepare to learn.	Mrs Cowling and Miss Hirst	To run every lunchtime from September. Children accessing to be reviewed regularly.	
Short Term	To provide support for all children to access the curriculum.	Along with any specific resources needed, 1 to 1 support will be allocated as appropriate to ensure that children with a disability can access the curriculum.	Mrs Cowling and Miss Hirst Miss Robinson	Ongoing	All children will receive the support they require in order to be able to access the curriculum equally to their peers.
Short Term	Ensure all teachers and TAs have access to specific training on	Use staff audit to identify training needs and inform	Mrs Cowling and Miss Hirst	As and when necessary.	

	disability issues.	Professional Development process.			
Short Term	To communicate with the pupil's family and professionals to ensure the needs of any child with disability are met Put	Put in place an Educational Health Care Plan/ SEN Support Plan outlining the child's needs. Hold regular meetings with the parents to share progress and maintain positive links between home and school. Involve outside agencies/ professionals, when appropriate, to ensure each child to receiving the support they require.	Mrs Cowling/ Miss Hirst/ Miss Robinson/ All Teaching Staff	Ongoing	All children receive the support they require in order to be able to access the curriculum equally to their peers.

	classroom steps.				
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	fitted.				
Long Term	To share knowledge of disabilities throughout the school community	<p>Create a diary and programme of disability awareness days.</p> <p>Invite professionals/ carers to share knowledge. TO develop children's knowledge and understanding of disabilities throughout the</p>	Mrs Cowling and Miss Hirst	Ongoing to 2019	

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Updated: October 2018