



BARLOW C OF E PRIMARY SCHOOL

ACCESSIBILITY POLICY & PLAN

MISSION STATEMENT
A Family, Growing and Learning in God's Love

Document Status			
Date of adoption by the Governing Body		Date of next review	
Spring 2023		Spring 2026	
Responsible officer			
J. Marwood			
Signed:			
Headteacher	S. MacDonald	Chair of Governors	A. Burr & A. Edwards

Links to Other Policies	
SEND Policy	Inclusion Policy
SEND Information Report	

**BARLOW
CHURCH OF ENGLAND PRIMARY SCHOOL**

Access Policy and Plan

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability and 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 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.
2. Barlow C. of E. Primary School 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 able-bodied pupils; if a school fails to do this, they are in breach of the DDA. 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 written 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.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. 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.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The school's Complaints Procedure covers the Accessibility Plan.
8. Information about our Accessibility Plan will be published on the school website.
9. The Plan will be monitored at Full Governors Meetings.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. We acknowledge that there is a need for on-going raising awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Barlow C. of E. Primary School Accessibility Plan 2023-2026
Improving the curriculum access Barlow

Target	Strategy	Outcome	Lead	Time Frame	Achievement
Support and coaching for teachers on differentiating the curriculum.	Differentiation to be central to coaching sessions with headteacher and mathematics subject leader. School is more effective in meeting the needs of pupil. Teachers and TA's upskilled to provide targeted support.	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum. IEP's relevant to needs and impact on learning.	Executive Headteacher/ Deputy Headteacher/Head of School	Ongoing	Increase in access to the curriculum. Progress increases.
Audit of pupil needs and staff training to meet those needs.	<p>Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.</p> <p>Update SEND register and liaise with external professionals for further support, documented and shared with parents within IEP.</p> <p>Train and support new SENDCo into the role. Training for teachers on differentiating the curriculum for disabled children as required.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p>	<p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.</p> <p>SENDCo is efficient and effective in the role, impacting upon pupil progress.</p> <p>SEND provision in classes meets needs and pupils make good progress.</p>	<p>SENDCo</p> <p>Deputy Headteacher</p>	Ongoing	Increase in access to all school activities for all disabled pupils. Good progress within learning.

	<ul style="list-style-type: none"> · Internal signage - in place · Large print resources - if requested · Braille - if requested · Induction loops - sound system in place for hearing impaired children · Pictorial or symbolic representations - in place in every classroom (visual timetables, communication in print, PECs for autistic children) <p>Staff to be trained to meet individual medical needs of pupils where applicable</p>				
To maintain the strengths of our dyslexia-friendly school.	<p>Self-audit of school annually</p> <p>Training and support from local authority, if needed.</p> <p>Develop a bank of dyslexia friendly resources to use in school.</p> <p>Regular staff meetings and learning walks to assess the impact of the provision.</p> <p>Monitoring to move on provision and impact for pupils.</p>	Classrooms have the same consistent approach towards support materials and teaching strategies to support children who are or may have dyslexic tendencies. Pupils who are dyslexic make good progress.	SENDCo and all staff	March 2023	<p>All pupils able to self-select support materials.</p> <p>Staff trained to support pupils more effectively, impacting upon learning.</p> <p>Consistent approach adopted in environment, impacting upon ability to use resources to impact on learning.</p>
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	HoS	March 2023	Increase in access to all school activities for all disabled pupils.
Classrooms are organised to promote the	Review and implement a preferred layout of furniture and equipment	Lessons start on time without the need to make adjustments to			

participation and independence of all pupils.	to support the learning process in individual class bases.	accommodate the needs of individual pupils. EYFS and whole school outdoor area designed and re-built, ensuring accessibility for all.	Teachers/ SENDCo	March 2023	Increase in access to the school curriculum impacting on enjoyment, engagement and progress.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to access. Information added to website.	SENDCo	October 2023	Community will benefit from being a more inclusive school and social environment
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Admin – Ellen Briggs	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	SENDCo/Office	Ongoing	Delivery of school information to parents and the local community improved.
Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customized materials. Large print resources Multi-sensory teaching methods. Visual timetable/Illustrated timetables and vocabulary sheets. Readers (where appropriate). Adaptations to Interactive	All school information available for all who request it. School staff will adapt the delivery of information to reflect the needs of groups/individuals. Planning will reflect the needs of individual pupils/groups. Teacher will plan and adapt their delivery of information to reflect the needs of pupils within their classes.	Admin – Ellen Briggs Headteacher Staff	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved. All members of the school community will be able to access information in a medium suitable to their needs/abilities.

	TV/Whiteboards/texts to alleviate visual stress. Where appropriate offer access to translators.				
Improve and maintain access to the physical environment	<p>Our school environment is reflective of the needs of our pupils. The environment is adapted to meet the needs of pupils as required.</p> <p>This includes: hand rails/handles where necessary. Improving the disabled parking bay by ensuring that a dropped curb is established in the car park – now complete. Disabled toilet – now complete Resources and shelving at accessible height. Adjustments made to seating/classroom layout. Ramps to ensure accessible classrooms. Dropped curb at school entrance. Lighting</p> <p>Regular building inspections to ensure that there are suitable access and facilities for disabled visitors, staff and pupils.</p>	<p>Reasonable adjustments are made to the school to allow for greater access for disabled members and visitors.</p> <p>All pupils/parents/carers/staff to access the school building and facilities.</p> <p>All pupils to access resources to support their learning.</p> <p>The environment is a stimulating environment free from lighting that may increase visual stress.</p>	Headteacher and Governors	September 2026	Facilities within school are accessible to all impacting upon equal opportunities of pupils, staff, visitors and potential applicants to the school.