



ACCESSIBILITY PLAN

2022-2025

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| Policy Leader | Mrs Nicola McArdle |
| Governor | James Johnstone (Chair of Governors) |
| Last Updated | September 2022 |
| Approved by the Governing Body | |
| Date to Review | September 2025 |

At Barrow URC Primary School, our Christian vision shapes all that we do, 'Rooted in God's love, everyone growing together to be the best that they can be.' Ephesians 3.16-19

Therefore we work hard to ensure that all of our pupils are included in all parts of school life. We begin with high quality teaching, ensuring that all of our staff are trained to support all children. For children with special educational needs or disability, we may make reasonable adjustments or call upon the support of external experts. We have high expectations for all of our children and track the progress they make carefully, ensuring timely and high quality intervention is in place where necessary. It is important that we work closely with families, with the child always at the heart of our approach. We provide a safe, inclusive environment, in which all children feel welcome and valued. In our school, the child is always at the heart of what we do. Our seven core values- Respect, Honesty, Trust, Love, Peace, Kindness and Forgiveness- are the pillars of our school community and help us to provide a safe, caring environment in which all our children feel welcome and valued.

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1. AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We will include a range of stakeholders in the implementation of this accessibility plan including pupils, parents, staff and governors of the school.

2. LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. ACTION PLAN

This action plan (See Appendix One) sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. MONITORING ARRANGEMENTS

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the business manager and head teacher.

It will be approved by the governing body.

5. LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Asset Management Procedures
- Complaints Procedure
- Curriculum Policies
- Equalities Policy
- Single Equality Scheme/Objectives
- Health and safety policy
- Remote Learning Policy
- Behaviour for Learning policy
- School Development Plan
- Special Educational Needs and Disability (SEND) policy
- Supporting pupils with medical conditions policy

Appendix One – Action Plan

Aim 1 - Increase the extent to which disabled pupils can participate in the school’s curriculum

| CURRENT PRACTICE |
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| <p>At Barrow URC Primary School we ensure all children have access to:</p> <ul style="list-style-type: none">• Early identification of SEND through a thorough transition process from nursery/home to school• Once identified as having any additional needs children are placed on our SEND register and a provision map created• Staff are fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.• Where there is a training need, relevant staff have training to enable them to meet the needs of individuals – including a yearly SEND CPD matrix with a monthly focus based on the current needs within school i.e. speech and language, ADHD• Increasing in-class support where necessary• Referring to outside agencies and specialists for support, advice and provision e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist• Engaging with Lancashire’s Continuum of Need to ensure that children are receiving the correct levels of support• Regularly reviewed individual plans• Adapting resources and teaching styles to meet the needs of ALL children• Special access arrangements for internal and external exams.• Regular and planned meetings with parents• A structured and dedicated transition programme for vulnerable students |

| PRIORITY | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | TIMESCALE | SUCCESS CRITERIA |
|--|--|---------------------------|--|---|
| To ensure effective and regular communication with parents of children with additional needs | Termly parent consultation meetings to discuss progress, required interventions and planned provision | HT/SENDCO | Termly | Parents will be kept informed on their child's progress, needs, interventions and support. |
| Training for staff to ensure that the needs of all children are met with regards to SEN, disabilities or medical | Needs may be identified through: <ul style="list-style-type: none"> • Admission forms • Assessments carried out by school staff or external agencies • EHC plans • When a need arises, school will ensure that relevant agencies/professional bodies/specialist teachers are requested to provide support and advice | HT/SENDCO | Summer term with new intake. Throughout the year as new pupils enrol. When a new need has been identified. | Children's needs will be met and staff will be trained in specific areas of need. |
| Adaptations of the curriculum or resources to meet the needs of individuals | The curriculum will be differentiated so that it is accessible to all learners. Pastoral support will be put in place to help to remove barriers to learning. Speech and language provision. Resources and equipment to meet the needs of children – e.g. overlays, use of IT, visual aids | HT/SENDCO/KS1 & KS2 Leads | When the need arises | Children's needs will be met through a differentiated curriculum with specific support/resources where necessary. |
| Improve experiences and access to the curriculum for visually impaired children | Advice from specialist teacher/medical professionals. Specialist resources – e.g. books in larger print, magnifiers Consideration given to seating arrangements and lighting in classrooms | HT/SENDCO/Class Teacher | In place as required, regular visits from specialist. | Children with visual impairments will be able to access all activities/lesson. |
| Improve experiences and access to the curriculum for children with hearing impairments | Advice from specialist teacher/medical professionals. Consideration given to seating arrangements and lighting in classrooms. | HT/SENDCO/Class Teacher | In place as required, regular visits from specialist. | Children with hearing impairments will be able to access all activities/lesson |

| PRIORITY | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | TIMESCALE | SUCCESS CRITERIA |
|---|---|-------------------------|-----------------------|--|
| To ensure rigorous transition programmes for children new to and leaving school | <p>Intake into EYFS: Staff in EYFS will meet with nurseries and conduct home visits. Children already identified with additional needs will have a more thorough transition than the rest of the intake with more visits and meetings with parents</p> <p>Transition to Y7; Once school places have been allocated, school will contact high school to arrange additional transition meetings for children and their parents</p> <p>Children leaving/joining school between Rec-Y6: School will do everything possible to ensure that any children leaving Barrow and moving to another primary school, e.g. additional visits, school liaising with the SENDCo/DSL from other school</p> | HT/SENDCO/Class Teacher | In place as required. | Children moving settings will have a smooth transition and staff at each setting will have a clear understanding of a child's needs. |

Aim 2 - Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils to take better advantage of education and benefits, facilities or services provided or offered by the school

CURRENT PRACTICE

At Barrow URC Primary School we ensure school is accessible and safe by:

- Providing a disabled parking bay near to the main entrance
- Providing a disabled toilet for use by adults and children
- Providing an access ramp into the school through the main entrance
- Providing wide corridors throughout the school
- Providing access to all classrooms, the school hall and MUGA, which are all at ground floor level

| PRIORITY | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | TIMESCALE | SUCCESS CRITERIA |
|---|---|--------------------|--------------------|---|
| Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs | Our library is upstairs. Should a pupil find stairs difficult/impossible, adjustments would be made to provide accessible library facilities. | Business Manager | As the need arises | Pupils will always be included in their peer groups |
| Improve the physical school environment | The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. | Business Manager | AS the need arises | Evidence that appropriate considerations have been made wherever physical school improvements are carried out |

Aim 3 - Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

CURRENT PRACTICE

At Barrow URC Primary School we communicate by:

- Newsletters – email/on website
- Text
- Class Dojo (Oak) and House Points
- Verbally – phone calls/face to face meetings
- Pictorial or symbolic representations
- Large print resources

| PRIORITY | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | TIMESCALE | SUCCESS CRITERIA |
|--|--|--------------------|--------------------|--|
| To ensure that communication is clear, straight forward and simple | Information should be presented in a variety of ways – by letter, text and Dojo. Language used in messages should avoid educational jargon, abbreviations | The office team | Ongoing | Parents will be able to receive messages and information in a way that is accessible to them |
| Deliver information verbally to parents who find reading difficult | This can be a sensitive area, and sometimes we don't know if a parents struggle with reading; however if a parent has told us this or if we feel they may struggle, school will ensure that in a sensitive manner information is delivered verbally. | The office team | As the need arises | All parents will receive information in a way that ensures they understand it. |