



Accessibility Plan

St Barnabas CofE Primary School

Approved by: St Barnabas LGB

Last reviewed on: March 2025

Next review due by: March 2027

This policy supersedes all previous Accessibility plans



St Barnabas C of E Primary School Accessibility Plan 2025-2027

School aims, values and ethos

At St Barnabas, we strive to ensure that all pupils are valued and supported in achieving their full potential within a caring, nurturing, and inclusive environment. It is crucial for all pupils to have equal access to high-quality teaching, complete access to all areas of our school, and all written content. We appreciate all our pupils, their families, and our local community, and so we work diligently to eliminate barriers, whether in the physical environment, the classroom, or in our communication with stakeholders. As a school, we collaborate with a range of external agencies and in accordance with the Equality Act 2010 and the SEND Code of Practice 2014, ensuring that we provide a high level of support to all our pupils. We aim to prepare all our pupils for the responsibilities and experiences of life by offering a curriculum rich in high-quality lessons and meaningful learning experiences. We recognise and celebrate individuality and success to nurture lifelong learners with high self-esteem and confidence. As a school rooted in Christian values, we ensure that all pupils are treated fairly and with respect, providing access and opportunities for all.

Contextual Information

St Barnabas C of E Primary School is a two-form entry school, with 448 pupils enrolled. It is a single-storey building situated on a slope, along with two additional single-storey blocks. The Annexe was constructed in 2013 and extended in 2017. Over the years, the school building has been adapted and developed to enhance accessibility. We accommodate children with a range of disabilities, including moderate and specific learning disabilities, as well as complex medical needs conditions.

Current access arrangements at St Barnabas

- Most areas of the school are accessible to all pupils.
- There are three designated disabled parking bays on the school car park

- Disabled toilet facilities in the main school building and in the Annexe are fitted with a handrail and a pull emergency cord
- The reception area is fully accessible for wheelchair users. Several entrances have ramped access and the school plans to purchase a mobile ramp which can be attached to any doorway
- Personal Emergency Egress Plans are in place for identified pupils and parents –
- All school information is available in large print on request and pupils with visual stress have access to appropriately coloured overlays
- The school supports any available partnerships to develop and implement this plan
- Liaison with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments made
- All lessons, education visits, learning experiences and after school clubs are accessible to all pupils irrespective of attainment or impairment
- Expectations for all are high and everyone is valued and made welcome.
- A school Pastoral and SEND Team work to identify and eliminate barriers to learning and participation
- Teaching staff have a good understanding of how disabilities can affect learning and ensure their planning & teaching is inclusive, varied and differentiated to meet the needs of all individuals and groups
- The school has a clear complaints procedure and an 'open door' policy to ensure issues are dealt with promptly
- If you have any concerns relating to accessibility in school, this procedure sets out the process for raising your concerns
- This plan will be made available online on the school website

Purpose of this plan

Under the Equality Act 2010, schools are legally required to have an Accessibility Plan. This plan is developed in accordance with current legislation and the requirements detailed in Schedule 10, which relates to disability under the Equality Act 2010. The intent of the plan is to ensure that we meet our statutory obligations towards our pupils, parents, carers, staff, Governors, and members of the wider community who may have a disability, ensuring everyone has the fullest possible access to our provisions. With regard to pupils and prospective pupils, the school also acknowledges its non-discrimination and planning responsibilities under the SEND Code of Practice 2014.

This document adheres to the stipulations of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools regarding the Equality Act 2010. Under this Act, a person is considered to have a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to perform normal day-to-day activities. Within the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more', and 'substantial' is described as 'more than minor or trivial'. This definition encompasses sensory impairments, such as those affecting sight or hearing, as well as long-term health conditions, like asthma, diabetes, epilepsy, and cancer.

Our school is dedicated to ensuring that all staff receive training on equality issues related to the Equality Act 2010, which includes an understanding of disability issues. We shall endeavour 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 to their non-disabled peers. This may include, for example, providing auxiliary aids or modifying the premises. This plan was developed following a comprehensive audit of three areas: access to the school curriculum, access to the physical environment of the school, and access to written information.

Accessibility Action Plan

Increasing access for disabled pupils to the school curriculum.

At St Barnabas, the improvement of teaching and learning is central to our ethos. Through self-review, staff appraisal, and Continuous Professional Development (CPD), we strive to enhance staff knowledge, skills, and understanding to promote excellent teaching and learning for all children. We are committed to meeting every child's needs within inclusive classes of mixed abilities, ensuring that all children can participate fully in the broader life of the school. Consequently, all children are allowed to attend age-appropriate after-school clubs, leisure and cultural activities, and educational visits.

Target	What	Who	When	Outcome	Review
Staff members to <i>consistently</i> use evidence-informed strategies to support all learners in the classroom.	Ongoing training provided to staff members (e.g. Walkthrus). Training for teachers on QTF and EEF recommended strategies- 'Five-a day'.	SENCO/SLT external advisors	Ongoing	All staff consistently use agreed evidence-informed strategies to support all learners. Adaptive teaching approaches improve outcomes for pupils with SEND.	Spring Term 2027
All staff to support pupils' social, emotional and mental health needs through the implementation of the 'Zones of regulation' curriculum.	Integrating 'Zones of Regulation' through the school's behaviour curriculum. Making reasonable adjustments to the behaviour policy for pupils with SEND.	SENCO/SLT External advisors	Ongoing	All staff have a knowledge of the 'Zones of regulation' All staff have a shared understanding/language that supports all pupils to feel regulated throughout the day. The use of 'Zones of regulation' through the school's implementation of the behaviour policy, supports pupils with SEND to better access the curriculum.	Spring Term 2027
To improve access to ICT equipment for pupils' who require alternative recording methods.	Audit of existing ICT equipment. Training for staff and pupils' on accessible features on iPads, laptops and pcs. Purchasing reading pens.	Teachers, SENCO, SBM	Spring 2025	All pupils' with identified visual stress will be able to adapt their screen. Pupils with Dyslexia will be able to use ICT to record in lessons	Spring Term 2027
To ensure that teachers are aware of access arrangements for formal/statutory assessments.	Training for staff on access arrangements/requirements	SENCO/SLT	Ongoing	Teachers will be able to plan support for formal assessments and liaise with parents regarding participation.	Spring Term 2027

To ensure that there is a representation of people with disabilities in school when using curriculum resources.	<p>To comply with the Equality Act 2010</p> <p>Audit visual displays and curriculum content.</p> <p>Auditing curriculum content and teacher planning.</p>	SENCO/SLT	Ongoing	Curriculum resources are fully inclusive and there is visual representation around school.	Spring Term 2027

Improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are identified upon entering the school. As they progress through the school, adjustments are made to the physical environment of their classroom to fully accommodate their needs. The school will seek advice from specialist agencies.

Target	What	Who	When	Outcome	Review
To maintain high levels of accessibility for visually impaired staff, pupils and visitors.	Ongoing maintenance of external steps/thresholds- to be re-painted in yellow/non-slip paint.	Site manager SBM	Ongoing	High levels of accessibility for visually impaired staff, pupils and visitors. Hazards highlighted to increase safety for all including those with a visual impairment. All areas to be monitored and maintained in line with cyclical maintenance.	Spring Term 2027
To ensure that designated parking is available to staff and visitors with mobility needs.	Marked spaces, nearest the reception entrance for disabled parking.	Office staff Site manager	Ongoing	Parking is always accessible whenever required.	Spring Term 2027
To ensure that toilet facilities are safety compliant.	Maintain the service pull cord	SBM	Ongoing	Toilet facilities are safe and accessible. Service Pull Cord tested regularly. Users will be able to alert others that they may need help.	Spring Term 2027

To enable pupils, staff, parents or visitors with a hearing impairment to access to all events throughout school.	Purchase portable Hearing Loop. Ensure that equipment is tested/maintained termly.	SMB ICT Technician	Spring 2025	All attendees will be able to make use of the Hearing Loop and get full access to all events in school.	Spring Term 2027
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Improving the delivery of written information to pupils, staff, parents, carers and other members of the school community

This will involve planning to ensure that written information is accessible to all pupils and parents, including those with disabilities. This may encompass handouts, letters, and details about school events. We will ensure that the information is provided in the preferred format and within a reasonable timeframe.

Target	What	Who	When	Outcome	Review
To ensure that visually impaired parents and visitors have access to adapted safeguarding information about the school.	When required, key information for visitors will be provided in audio form.	Office staff ICT Technician	Spring 2025	All visitors to the school will receive key information in a form that is accessible to them.	Spring Term 2027
Availability of written material in alternative formats.	Improve availability of information for parents: Display appropriate leaflets for parents to collect Translated documents provided where appropriate Translate function on school website Improve internal signage Large print resources Braille Induction loops Pictorial or symbolic representations.	Office staff ICT Technician	Spring 2025	Information to disabled pupils/parents is appropriate. Written information available in alternative formats.	Spring Term 2027

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is . Any changes to this plan will be communicated to all staff members and relevant stakeholders.