

Barming Pre- School and Primary School

Part of the Orchard Academy Trust



Accessibility Plan

Headteacher: Mr C Laker

Chair of Governing Body: Rev W North

Date Policy Adopted:	8 th May 2024
Policy Review Date:	May 2027
Signature of Chair of Governors:	Rev W North
Signature of Headteacher:	Mr C Laker
Policy Author:	Name: Miss H Rootes and Mrs M Stere
Senior Leader Responsibility for/ Subject Leader Responsible for:	Responsible for: Teaching and Learning

Accessibility Plan

At Barming Pre-School and Primary School, we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Barming Pre-School and Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of parents who have a hearing impairment.

At present we have no wheelchair dependent pupils or members of staff, although one parent does, occasionally, require wheelchair access.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others

TARGET	STRATEGIES	TIME-SCALE	RESPONSIBILITY	SUCCESS CRITERIA
Increase confidence of all staff in adapting the curriculum to meet the needs of all children.	Be aware of staff training needs on curriculum access. Assign CPD for adapting and behaviour management	Ongoing and as required	All SLT	Raised staff confidence in strategies for adaptation and increased pupil participation
Ensure Teaching Assistants have specific training for specific children when required.	Be aware of staff training needs. Staff access appropriate CPD. Online learning modules if required	As required	Inclusion Manager	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	As required	Inclusion Manager	All staff aware of individuals' needs.

Use Computing software to support learning.	Make sure software is relevant and installed where needed.	As required	ICT Technician Computer Leader	Wider use of SEND resources for targeted pupils
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	As required	Headteacher/ EVC	All pupils in school able to access all educational visits and take part in a range of activities
Continually review PE curriculum to ensure PE accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school when needed.	As required	PE Leader	All to have access to PE and be able to excel

Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

TARGET	STRATEGIES	TIME-SCALE	RESPONSIBILITY	SUCCESS CRITERIA
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the Provision Plan process when required	As required	Inclusion Manager	Provision Plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues

Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher / Governors	Re-designed buildings are usable by all – including ramp/slope access.
Improve signage and external access for visually impaired people.	Yellow strip mark step edges – Ensure refreshed annually.	As required	Site Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.	Every September	Inclusion Manager	All disabled pupils and staff working alongside are safe in the event of a fire
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	Site Manger	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

This will include planning to make written information which is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

TARGET	STRATEGIES	TIME-SCALE	RESPONSIBILITY	SUCCESS CRITERIA
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and	Ongoing Ongoing	All staff School Office	All parents receive information in a form that they can access

	complete school forms. Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Ongoing	Office/Website design team	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment, or coloured paper/books for dyslexic children, or children with Irlens syndrome.	As required	Teaching staff/school office	Excellent communication
Provision Plan information to be as accessible as possible.	Develop child friendly outcomes in all individual SEND Provision Plans.	Ongoing	Inclusion Manager	Children have a better understanding of what they are working towards, and how they get there.
Languages other than English to be visible in school.	Some welcome signs to be multi-lingual	Summer 2024.	Inclusion Manager	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Manager	Pupils and/or parents feel supported and included