



# Accessibility Policy

*September 2022*

Agreed: September 2022  
Review: September 2025

## **Statement**

At Barton Seagrave Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

## **Aims**

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy

1. The Barton Seagrave Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with parents, staff, governors of the school and will advise other school documents. The Accessibility plan will be reviewed

annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Barton Seagrave Primary School Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- a) Increase access to the **curriculum** pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- b) Improve access to the **physical environment** of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- c) Improve 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 preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

We believe this policy relates to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives

- Disability Equality Scheme
- Staff Development Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- School Website

8. An accessibility audit will be completed by the school by the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We welcome children with disabilities and we value the knowledge and views of parents regarding their child's disability and how it affects their ability to carry normal activities.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

10. The School Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the schools website.

13. The Accessibility Plan will be monitored through the Governor Finance Committee.

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

**Roles and responsibilities in relation to this policy area as follows:**

Head Teacher: Marek Krzanicki  
Designated member of staff: Sarah Aiken (SENCO)  
Governor Responsible: Jyoti Pankhania

**Barton Seagrave Primary School Accessibility Plan 2022-2025**

**Improving the Curriculum Access at Barton Seagrave Primary School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Achievement</b>
Increase access to the curriculum for pupils with a disability	BSPS offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible .	All teachers are able to meet the requirements of disabled pupil needs to access the curriculum	SLT/ SENCo leader	Annually-Sept (focus on Autism, SALT)  Ongoing	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs	Review the specific needs of pupils living with a disability	Raised awareness by staff. Involvement of external agencies	All staff/ SENCo Leader	Ongoing	Increase in access to all school activities for all disabled pupils
Improve the delivery of written information to pupils	Currently there is minimal signage inside school. To improve signage around school including visual clues to aid visually impaired and EAL	Symbols and door signs in place to inform pupils, new staff, visitors of the school and the use of particular rooms.	Business Manager	Ongoing	Signs to be used around the school to identify the use of individual rooms.
All out of school activities are planned to ensure where reasonable the participation of all pupils	Review out of school provision to ensure compliance	All activities conducted in an inclusive environment	RE/ Head teacher	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are organised to promote the participation and	Review and implement class expectations –	Lessons start on time without need to accommodate the	Teaching staff/SLT	Ongoing	Increase in access to the National Curriculum

independence of all pupils	furniture and equipment	needs of individual pupils			
Training for awareness raising of disability issues	Provide training for all stakeholders	Whole community aware of issues relating to access	SLT	On-going	Community will benefit from a more inclusive school environment

**Barton Seagrave Primary School Accessibility Plan 2022-2025**

**Improving Equality and Inclusion at Barton Seagrave Primary School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Achievement</b>
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to provide training for staff as needed.	Staff continually developing their skills to help children access the curriculum based on need.	SENCO/DH	On-going	To continue to train staff to enable them to meet the needs of children with a range of SEN.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Class teachers/SENCO	Annually	To meet the needs of individuals during statutory end of KS2 tests.
Improve access to Upper KS2 area for children/staff with a physical disability	Stair lift to be installed when required so that children/staff can move freely between levels.	School becomes accessible for all.	Headteacher	Reviewed annually in response to changing pupil/staff population.	School building becomes accessible for all.

**Barton Seagrave Primary School Accessibility Plan 2022-2025**

**Improving the Delivery of Written Information at Barton Seagrave Primary School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Achievement</b>
Availability of written information in alternate formats when requested	The school will make itself aware of services available for converting written information into alternate formats	The school will be able to provide written information in various formats	Office	Review as necessary	Delivery of information to disabled pupils improved
Make available brochures, newsletters and other information for parents in alternate formats when requested	Review current publications and promote availability in different formats	All school information available for all who request it	Office	Review as necessary	Delivery of school information to parents and the local community improved
Availability of written material in alternative forms when specifically requested including languages other than English, large print, using visual symbols	The school will make itself aware of the services available for converting written information into alternative formats Access the school's ICT infrastructure to access a range of materials supportive to need School office staff/TAs will support and help parents to	Format of documentation altered appropriately.	Headteacher School Office	As required	Improved communication with parents.

	access information and complete forms for them.				
Review documentation with a view of ensuring accessibility for pupils with VI or HI	Get advice on different formats	All school information available for all who request it	Office	Ongoing	Delivery of school information to parents and the local community improved
Raise awareness of adults working at and for the school of the importance of good communication	Arrange course	Awareness of target group	Office	Ongoing	School is more effective in meeting the needs of pupils