



Barnsbury Primary School and Nursery

Accessibility Plan 2020 - 2023

Governors' Committee Responsible:	Inclusion Link Governor
Status:	Statutory
Policy Originator:	School Business Manager
Review Period:	Three year plan: 2021 -2023
Approved	
Review Date	

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Barnsbury Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled pupils. Barnsbury Primary School and Nursery is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, advisory bodies and in conjunction, where relevant, with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Teaching for learning policy
- Equality Objectives
- Single Equality Policy
- Staff appraisal and capability policy
- Health and Safety Policy
- Inclusion Policy
- Positive Behaviour Management Policy
- School Development Plan
- Asset Management Plan/ Suitability Survey
- School Prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

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

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Barnsbury Primary School and Nursery will address the priorities identified in the plan. The plan is valid for three years 2021-23. It is reviewed annually.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Barnsbury Primary School and Nursery offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical	Audit of CPD needed. List of areas staff feel they would like training for.	Class Teacher SENCo	Ongoing	Register of staff training received
		Use of ICT resources for children who have specific needs. Ensure children can access the curriculum through targeted applications and resources.	Teachers to be given opportunities to observe best practice Ensure IT resources are set up and working appropriately to support curriculum.			Evidence of ICT resources being used in lessons more effectively in termly lesson observation.
	Interventions around Gross motor skills are run for key children and small groups by 1:1 Staff and teaching assistants using the OT Surrey resource pack	To offer gross motor interventions for specific children to help them to access the curriculum. Extra support in PE lessons for children with	Training course for sports coach and teaching assistants to attend in order to create and establish a gross motor group.	SENCo Sport Coach/Teaching assistants	Ongoing	Established a Gross Motor group with assessment, which identifies and show progression.

		disabilities to ensure children are safe and can access the curriculum.	Support from the schools link OT Staff training from OT		Sept 2021	Support staff well equipped to support development of these skills.
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements, which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Ensure children have access to correct equipment i.e. wobble chairs, standing desks, OT equipment.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENCo Premises manager		Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	Currently within school there is step free access available to both buildings.	To improve the access into school for all from external class doors at KS1 and KS2 main access routes.	School plans to improve access to designated areas over successive financial years.	SLT Governors Premises Manager	Sept 2023	Improved access to site for people with mobility issues.
	Whole school now has highlighted areas for sight restrictions	To improve the visibility of yellow lines where required (change in floor levels)	Repaint all yellow lines to help with visibility	Premises Manager	On-going	Yellow lines visible across school; in areas where needed.

To provide step free access to KS2 playground and M unit		All areas of the school to have a ramped access for wheelchairs.	Source funding for required works to be carried out (CIF bids have been requested but not successful)	SBM/Governors	Sept 2023	Ramps will be in place to access Munit and playground.
Improve the delivery of written information to pupils	Staff are aware Visuals needed to support curriculum and ensure these things are in place across the school e.g visual timetables	Staff training to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use symbols to label trays. Use visual timetables and calendars.	SENCo Class Teacher LSA	Sept 2021	Classroom environment to have resources in place.
	Currently only WC have signs.	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENCo	Sept 2021	Signs to be used around school to identity the use of individual rooms.
	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	Create pamphlets and website which are available at the front desk to direct parents and visitors to local support networks e'g' child trust Have school prospectus available in different languages.	SENCo Lead Practitioners	Sept 2022	Pamphlets on display Prospectus translated.

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	none		
Corridor access	All corridors and shared public spaces accessible by wheelchair users.	None – ensure clear corridors and no unnecessary furniture obstructions.	Head teacher/Premises manager	Completed / ongoing
Signage	Good signage throughout school.	Ongoing yearly review to comply with guidelines and ensure all the needs of the community are met	Inclusion Leader/Premises manager	Sept 2021
Fire alarms	Full compliant	Site manager review annually in spring	Head teacher/Premises manager	completed
Doors	Fully compliant	Wheelchair accessible – ensure no furniture blocks doors	Head teacher/Premises manager	Completed / ongoing
Emergency escape routes	Fully compliant	Ensure staff familiar with wheelchair fire routes and fire drills cover wheelchair drills	Headteacher/ Inclusion leader	Completed / ongoing