

# BARNS GREEN PRIMARY SCHOOL ACCESSIBILITY PLAN 2021-2024

## Section 1: Vision statement

Barns Green Primary School is required to have an accessibility plan under the Equality Act 2010. The purpose of the plan is to demonstrate that we are actively looking to improve accessibility of learning for all pupils. Under the Equality Act 2010 a person is disabled under the Equality Act **2010** if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

The plan is used to highlight any areas for development which will then be incorporated into the school's Development Plan. It will be monitored by the Finance & Premises Committee of the Governing Body. This plan is published on the school web-site.

The plan is focused on the physical environment, the curriculum and written information and highlights where training is needed.

Barns Green Primary School has its own separate Complaints procedure which may be used to raise a complaint or concern about accessibility.

Approved by: Full Governing Body

Date: 12.7.21

Next review date: Summer Term 2024

## 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
- Improve accessibility for pupils with dyslexia or dyslexic tendencies (SPLD)

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	<p>Hearing loop available in Hall. Use of Individual intervention plans where required. All staff aware of individual needs. For example, pupils with a hearing disability are seated to overcome this. Large print copies of texts used are available if required by a pupil.</p> <p>Classrooms have visual timetables. Concrete apparatus is used in subjects such as Mathematics where appropriate (e.g. Numicon).</p>	<p>Short-term – to ensure that our curriculum is accessible for all pupils on roll. All lessons to be differentiated to address accessibility needs. All statutory requirements met. Calm, neutral spaces available for pupils who require less sensory stimulation.</p> <p>Medium term – Create a resource list available for teachers to use when planning their curriculum.</p>	<p>Short-term – Staff meeting led by SENDCo at start of each term.</p> <p>Half-termly Pupil Progress Meetings with Headteacher to include accessibility options</p> <p>Staff to review medical information held on all pupils</p> <p>Office staff to request updates to medical information on a regular basis</p> <p>Medium-term – Audit of available resources, identifying gaps. This to</p>	<p>SENDCo</p> <p>Headteacher</p> <p>Class teacher</p> <p>Office staff</p> <p>SENDCo</p>	<p>First staff meeting of each term</p> <p>Once per half term</p> <p>Sep 20<sup>th</sup></p> <p>First week of each term</p> <p>End of Spring Term 2017</p>	<p>Staff meeting records in Memo refer to accessibility training/input</p> <p>Records of PPM show that teachers are adapting curriculum appropriately</p> <p>‘No surprises’ – staff able to identify how the curriculum has been modified for individual children</p> <p>Disability register available to authorized staff on request</p> <p>File established in PPA Room with catalogue &amp; key information sheets.</p>

		<p>This to reference whether an additional resource is available in the school/Locality collection.</p> <p>Long-term – School operates a policy which allows us to be pro-active rather than reactive when a pupil with a disability joins us.</p>	<p>be cross-referenced with Locality resources &amp; comprehensive catalogue of materials drawn up</p> <p>Accessibility folder created &amp; stored in PPA room which has key information sheets on full range of disabilities.</p> <p>Governing Body to approve a policy which is based on good practice.</p> <p>Staff to have reviewed this policy in the light of visits to schools with a high proportion of disabilities and proven outstanding accessibility plans (e.g. QEII)</p>	<p>SENDCo</p> <p>Full Governing Body</p> <p>Visits co-ordinated by SENDCo</p>	<p>End of Summer Term 2017</p> <p>End of Summer term 2018</p>	<p>Policy document linked to document banks &amp; available for all stakeholders. Review cycle includes input from a range of stakeholders.</p> <p>Case studies of good practice in the Revised policy</p>
<p>Improve and maintain access to the physical environment</p>	<p>Barns Green Primary School was designed to meet the requirements of Approved Document Part M 'Access to and use of Buildings'.</p> <p>This document is comprehensive and covers:</p> <p>Car parking. Paving type and gradient from the car park to the main entrance. Main entrance door clear widths and powered operation. Flush thresholds to external doors. Wheelchair friendly</p>	<p>Short-term – ensure that school has a maintenance programme for all the features listed in the 'Access to and use of Buildings' document.</p>	<p>Short-term – Appoint new Caretaker &amp; identify accessibility maintenance as part of role.</p>	<p>Headteacher</p>	<p>June 2016</p>	<p>Maintenance records reflect the work undertaken. School budget to have a separate accessibility cost-centre from April 2017.</p>

	<p>barrier matt. Disabled usage reception desk. Internal clear door widths. Disabled Wc facilities. Widths of corridors / circulation spaces. Colour contrast to suit visually impaired. Hearing loops (portable) to assist hearing disabilities. Garden area has raised planting beds.</p> <p>Growing class sizes are being monitored as rooms are becoming increasingly cramped and this will have an impact on movement through the classroom</p>	<p>Medium-Long-term – School to work to keep class sizes down to a maximum of 28 at Key Stage 2,</p>	<p>Devise a staffing plan which would impact on Key Stage 2 class sizes</p>	<p>Headteacher</p>	<p>April 30<sup>th</sup> 2017</p>	<p>School to run as a 5-class school from September 2017.</p>
<p>Improve the delivery of written information to pupils</p>	<p>School currently provides material for each pupil dependent upon their individual need. Font used chosen by pupil. This will be reviewed in light of best practice.</p> <p>Intervention records are individualised &amp; pupil-friendly</p> <p>School needs to focus on the written information provided to pupils to ensure it is in 'simple' English.</p> <p>***</p> <p>School has a subscription to Nessy, an intervention programme to support pupils who have dyslexia or dyslexic tendencies. Additionally, each classroom has Clicker 7 installed on one of the Desktop computers, as well as the Class Teacher's laptop.</p>	<p>Ensure written information remains accessible for all pupils</p> <p>Medium Term – investigate examples of best practice 'simple' English</p> <p>***</p> <p>Short Term - Ensure written information remains accessible for all pupils, taking into consideration individual needs.</p> <p>Medium Term – investigate examples of best practice delivered in class and by members of staff, to then</p>	<p>Class teachers to review &amp; modify if needed</p> <p>***</p> <p>Creation of resource and style of font / presentation / considerations for classrooms and individuals guide. This will then be shared with all staff.</p>	<p>Class teacher with advice from SENDCo</p> <p>Headteacher</p>	<p>Ongoing</p> <p>End of Spring Term 2022</p>	<p>Feedback from parents &amp; pupils collected on clarity of Intervention records &amp; other information given in written form to pupils.</p> <p>Style guide informs writing of documents.</p> <p>****</p> <p>Resource and style of font / presentation / considerations for classrooms and individuals guide, informs and guides best practise, as does prior training.</p>

	<p>SENCo has the ability to carry out a Dyslexia Screener, using GL assessment.</p> <p>School can communicate with LBAT external agency, to seek further support and advice.</p> <p>School staff received training on creating Dyslexia Friendly Classroom (LBAT led) on 29<sup>th</sup> April 2021</p> <p>School Staff received training on supporting writing and spelling development (LBAT led) on 6<sup>th</sup> May 2021.</p>	<p>share collectively, with all staff.</p> <p>Long Term – maintain a culture of maintaining and being aware of new and individualised approaches to support pupils with dyslexia and dyslexic tendencies (including continued training / staff meetings based on developments in this area).</p>				<p>All staff to maintain and utilise good knowledge of how to support pupils with dyslexia and / or dyslexic tendencies.</p> <p>Feedback from pupils and recording of staff feedback when sharing good practise and examples. Strong consideration should be applied to when an adult differentiated / created support to a pupil's individual needs.</p>
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### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	No action required	N/A	N/A
Corridor access	1 key corridor	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker/ Governor	Weekly/termly/annually/triennially – see actions to be taken column
Lifts	0	No action required	N/A	N/A
Parking bays	2 x disabled	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker/Governor	Weekly/termly/annually/triennially – see actions to be taken column
Entrances	1, with full wheelchair access	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker/Governor	Weekly/termly/annually/triennially – see actions to be taken column
Ramps	All school on 1 level, so no ramps required.	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker/Governor	Weekly/termly/annually/triennially – see actions to be taken column

Toilets	2 x disabled access toilets	Treatment Room requires monitoring to reduce use as a storage facility – to be considered termly based upon disabled use requirement.	Caretaker/Governor	Termly
Reception area	Wheelchair friendly barrier mats.	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker/Governor	Weekly/termly/annually/triennially – see actions to be taken column
Internal signage	All signage uses minimum language,	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker/Governor	Weekly/termly/annually/triennially – see actions to be taken column
Emergency escape routes	Evacuation routes for all areas are wheelchair accessible.	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually. Termly fire drill.	Caretaker/Headteacher	Weekly/termly/annually/triennially – see actions to be taken column

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