

Accessibility Plan

OUR SCHOOL VISION

Barns Green Primary School

Our Values are:

- Respect
- Responsibility
- Perseverance
- Compassion
- Community
- Inclusion

Our Vision is:

Promoting independent thought and learning

Providing a broad-based education

Respecting individuality and difference

Emphasising the importance of team work

Nurturing physical health, emotional security and spiritual richness

Our pupils will learn to become self-confident, enthusiastic, resilient and tolerant.

2018

Date
Spring 2022

Responsible Governors
Full Governing Body

Review in
Spring 2025

BARNS GREEN PRIMARY SCHOOL

Accessibility Plan

Accessibility plan

2022-2025

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. The implementation of this policy is monitored by the Governing body once a year and fully reviewed once every three years.

This policy links with the following policies: The Equality Plan, Send, Teaching and Learning, Behaviour, Health and Safety, Administration of Medicines, Safeguarding.

Section 2: Aims and objectives

Our aims are to:

- Ensure that our site is fully accessible to any person with a disability and any new developments meet this requirement
- Continue to update records of disability and re-establish closer links with preschools and secondary schools post Covid
- Ensure all staff have access to good training to support children with disability and resources to support these children are appropriate

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

Date Spring 2022	Responsible Governors Full Governing Body	Review in Spring 2025
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Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To continue to maintain and improve good access to the physical environment	Barns Green Primary School was designed to meet the requirements of Approved Document Part M 'Access to and use of Buildings'. (Please see document for details)	<ul style="list-style-type: none"> Annual audit of premises to ensure that all aspects of Approved Document Part M are maintained to the required standard 	<ul style="list-style-type: none"> Walk the school and grounds once a year with this focus 	<ul style="list-style-type: none"> HT, Caretaker and the Health and Safety Governor 	Each summer term	Rolling programme of any works enacted within identified time frames
		<ul style="list-style-type: none"> Installation of a track around school grounds to make them more accessible to wheelchair users by providing level access to the school grounds and 'wooded area'. 	<ul style="list-style-type: none"> Liaise with planning and contractors 	<ul style="list-style-type: none"> HT 	July 2022	Monitoring of use of track shows all can access

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<p>Continue to improve school data base/ knowledge of the families of pupils with disabilities and liaise with appropriate agencies/ providers.</p>	<p>Good links with pre-schools and secondary schools in relation to children with disabilities have continued during Covid restrictions 20-22 but visits have been severely limited and now need to be re-established.</p>	<ul style="list-style-type: none"> To liaise with pre-schools to identify children and families for support in future. 	<ul style="list-style-type: none"> Liaise as soon as a child is offered a place at the school. Re-establish induction visits to school and additional visits for vulnerable children 	<ul style="list-style-type: none"> YR teacher 	<p>April each year</p> <p>As needed</p>	<p>New pupils have appropriate support in place and settle into school quickly; parent survey confirms this.</p>
	<p>There is a consistent approach to internal transition between year groups and classes, so that Class Teachers and Adults working with these pupils are informed about pupils starting in the new academic year.</p>	<ul style="list-style-type: none"> Liaise with secondary schools to support transition of vulnerable pupils 	<ul style="list-style-type: none"> Support transition to secondary schools by re-establishing additional visits for identified children 	<ul style="list-style-type: none"> YR 6 teacher 	<p>As needed</p>	<p>Transition arrangements support children with disabilities to transfer smoothly to secondary school.</p>
		<ul style="list-style-type: none"> To continue to update information on children to ensure that those with a disability are supported well. To establish a relationship of trust where parents/staff volunteer additional family information (e.g. family disability, or family circumstances). 	<ul style="list-style-type: none"> Office staff to request updates to medical and pastoral information on a regular basis and at least annually. School to make appropriate adjustments, as needed. 	<ul style="list-style-type: none"> School Business Manager 	<p>As needed</p>	<p>Annual interview with parents/ pupils/ identified staff reveals that the person is well supported</p>

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		<ul style="list-style-type: none"> Ensure staff with a disability are well supported. 				
		<ul style="list-style-type: none"> Continue to liaise with outside agencies for advice and support 	<ul style="list-style-type: none"> Ensure records are updated and SENDCo attends SENDCo meetings for up to date information on agencies 	<ul style="list-style-type: none"> SENDCo 	On-going and as needed	Contact details of outside agencies in place and used as appropriate.
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Induction of any new staff in supporting children with additional needs.</p> <p>Termly SEND meetings ensure all staff review and understand how to support pupil needs</p> <p>A programme of staff training each year to support staff in teaching of children who need additional support.</p>	<p>2021-22</p> <ul style="list-style-type: none"> Training for staff on: <ul style="list-style-type: none"> Autism and Social Communication Training (Supporting Autism in EYFS and TEACCH approach) Speech and Language Training (Word Aware and Communication Friendly Classrooms). Team Teach Training Clicker Writer training Identify training needs at the start of the new academic year. 	<ul style="list-style-type: none"> Staff meeting led by SENDCo at start of each term. Termly Pupil Progress Meetings with Headteacher to include accessibility options 	<ul style="list-style-type: none"> SENDCo HT Assessment leader 	On-going throughout the academic year	Lesson observations, pupil work, progress data and pupil interviews show that teachers are adapting curriculum appropriately

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		2022-23 <ul style="list-style-type: none"> Audit resources, including IT resources, which are used to support children with additional needs. 	<ul style="list-style-type: none"> Rolling programme of replacement IT equipment prioritises support for children with additional needs 	<ul style="list-style-type: none"> HT and SENDCo SBM 	Autumn 23	Review resources in Summer 23 to assess use of IT resources and identify any updates / changes, as required.
		2023-25 <ul style="list-style-type: none"> Implement the rolling cycle of repair and renewal of IT resources used to improve curriculum access for pupils with disability. 	<ul style="list-style-type: none"> Rolling programme of IT upgrades is effective in meeting the needs of all pupils. 	<ul style="list-style-type: none"> HT SENDCo 	Summer 2025	IT is used appropriately to improve curriculum access for all pupils, including those with disability.

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