

Accessibility plan

Barmby on the Marsh Primary School



Our school motto is: Bee the Best!

Our philosophy for education is to encourage and develop children's abilities and talents so that each child grows into a confident, independent individual. We want our pupils to develop the ability to think and reason and to understand how our mind-set can help us to be successful. We have high expectations for every individual and we encourage respect and a sense of pride.

Approved by:	Claire Hitchen	Date: 1/07/2022
Last reviewed on:	Summer 2019	
Next review due by:	Summer 2025	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Barmby on the Marsh Primary School 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. We are committed to taking positive action in the spirit of the Equality Act 2021 with regard to disability and to developing a culture of inclusion, support and awareness within school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Barmby on the Marsh Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in March 2019 and should be read in conjunction with the Access Audit. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	• Scaffolded lessons to engage all children and encourage independent learning • All pupils, including those with a disability, make progress • Ensure all staff are aware of and know the needs of each pupil	Teachers to ensure planning and teaching meets the needs of all children Regular and up to date training and staff meetings	Class teachers and Headteacher All staff	Ongoing Ongoing	Learning walks and lesson observations show highly effective teaching and learning Data shows pupils progress

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • Signing in desk at wheelchair-accessible height	Ensure visitors are aware a disabled parking space is available (as stated on the website)	Visitors to be advised at first point of contact	SBM	Ongoing	Audit and plan shared with staff As above
		Ensure the school environment is as inclusive as possible given the architectural constraints of the building. Ensure cloakrooms and corridors are kept clear and accessible	Accessibility audit and plan consulted and all staff aware. Presented at staff meetings	Headteacher	September 2022 Ongoing	
		Ensure clear procedures are in place so pupils needs are assessed and any adaptations are implemented ASAP	As above		September 2022	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Ensure all written material is available in appropriate format	Staff to ensure appropriate format is available by making necessary adaptations	All staff	Ongoing	Material is appropriate for all users and visitors
		Ensure any future signage is inclusive/multi-formatted (ie tactile, braille, pictorial)	Orders of any signage to be multi-formatted	All staff	Ongoing	Future purchases meet the 'actions to be taken' criteria

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the Governing Body and Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy