Barnham CEVC Primary School - Accessibility Plan 2024-2027

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.

We believe that all children at Barnham should have equal access so that they may have the opportunity to progress and demonstrate achievement. We meet this by planning that meets the needs of boys and girls, children with special educational needs and disabilities, children who are more able, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

The plan is 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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, staff and governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Action Plan

AIM 1 - Increase access to the curriculum for pupils with a disability – we want to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Current Good Practice	Actions to be taken	Who?	When?	Success Criteria
The headteacher undertakes home visits prior to most children joining the school- this gives understanding of any access needs of children and families. Information gathered from home visits enables additional resources and measures to be put in place.	Continue to seek out grants/ sponsorship that means we can look to purchase more technology and equipment that will enable children with SEND to access the curriculum and interventions more. (eg:	HT and SENDCo	Ongoing	Children who need to use technology in lessons will have access to this and this will enhance their learning.

Supportive Transition meetings and visits to school in place for families joining mid-year/ in older year groups. Information is gathered from previous schools for new pupils including any necessary liaison with SENCo etc. Good liaison with nursery providers to review potential intake and establish close liaison with parents. Close working with outside agencies for pupils with ongoing health needs, currently we work with school nursing team, MHST, GOSH, allergies clinic etc. We have two named 'Asthma Champions' who oversee the care plans for the children and ensure that all medical conditions are shared with staff in an appropriate way. We closely review and track attainment and progress of all pupils with SEND using insight. Information is shared with families through individual learning plans for children that need them	iPads, reading pens, visualisers) Continue to develop outdoor play opportunities for all children including those with SEND.	AHT and SENDCo	September 2024 and ongoing	All children will have access to a variety of equipment and resources to enhance their play at breaktime and lunchtimes.

All our pupils have access to a broad and balanced curriculum and we are careful to ensure that interventions are planned to ensure that children do not miss out on the same subjects each week. We have regular CPD and work with SES to ensure that inclusion is the best it can be at Barnham. We use technology and a range of resources/ visuals/ prompts to support children that need it. We employ a team of skilled teaching assistants to support our children with additional needs.				

AIM 2 – Improve and maintain access to the physical environment – this will ensure that all pupils can take advantage of education and associated services in our school.

Current Good Practice	**Actions to be taken**	**Who?**	**When?**	**Success Criteria**
We are constantly reviewing the school environment and resources to ensure that they meet the needs of all pupils.	New audio-visual equipment to be purchased for the school hall which is used for Collective Worship, PE, group interventions etc.	HT investigating cost of new equipment and getting quotes from various companies	ASAP	Projector and sound system will be in place and working effectively.

When needed, individual children will have access plans/ risk assessments and PEEPs in place.	Improve the facilities in The Snug so that children can access a low arousal space and a sensory stimulating space indoors. Create a similar space outside that can be used in the same way.	HT/ SENDCo/ All Staff	Ongoing	Children in school will know safe spaces that they can go to when they feel overwhelmed both inside and outside.
AIM 3 – Improve the delivery of information to pupils/ parents/ carers with a disability				
Current Good Practice	**Actions to be taken**	**Who?**	**When?**	**Success Criteria**
We work hard to build relationships with all our families which means we have a better understanding of their needs and how we can provide support for them. Regular parental communication is in place. We work hard to educate our whole school community on Inclusion through our 'SENDing news' Newsletters and through CONNECT Coffee Mornings (a coffee morning open to all families)	Continue to explore multiple ways to communicate and deliver information to families including: newsletters, social media, school website etc. Coffee mornings will happen regularly- these can be used to share information verbally to families that might need it.	All staff	Ongoing	All our families will be able to access information in a way that best suits them.

Monitoring arrangements

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

It will be approved by the Headteacher and Premises Committee

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