

St Barnabas' CE Primary School



Accessibility Plan

Vision:

All children are created uniquely and loved by God.

We are entrusted with the privilege of nurturing and developing these children.

Providing an outstanding education will enable children to reach their full potential in life.

Children will contribute meaningfully to the future of our community and society at large.

The Christian faith plays a vital role in informing behaviour and moulding character of all adults and children in the school community

Date Published	Policy Review Date	Agreed by:	Date Agreed:
November 2016	November 2016	FGB	tbc

St Barnabas CE (VA) Primary School Accessibility Plan 2016 – 2018

Here at St Barnabas Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- Improve access to **the physical environment** of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include

handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Accessibility Plan 2016 – 2018

Equality and Inclusion

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Accessibility Plan and Equality Statement becomes an annual item at Governors meeting	Clerk to Governors to add to list of required publication details.	Current Legislation followed	Annually	
Training to raise awareness of equality and disability issues.	Discussions with staff and Governors Provide training where needed	Whole School community aware of issues related to Access	Summer term 2017	
Review Inclusion and Equal Opportunities for all and review access	Review policies	Up-to-date policies	By the end of December 2016	

Physical Environment

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Ensure that all areas of school building and grounds are accessible including back entrance and review access to School hall	SEN staff to audit accessibility of school buildings and grounds	Any modifications needed will be prioritised and budgeted	Action plan created- December 2016 Long term- to be reviewed annually	
Review use of signage to make sure there is clarity due to changes in classroom	Review of signage across the school grounds	Signs updated where needed	Termly review November 2016	

Curriculum

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Continue training for teachers and support staff on different aspects of SEN including differentiation when required	Review the needs of children with specific needs and plan training	All staff trained and confident This is ongoing depending on the needs of the children	Ongoing	
All activities including out of school activities are planned to ensure all children can participate	Review provision to make sure all can access	All activities to be inclusive	Ongoing	
Classrooms are organised and equipped to promote independence of all	Review layout of classrooms and buy specific equipment when needed	Children are independent in their learning and classrooms are adjusted to accommodate any need	Reviewed annually Ongoing	
Access arrangements for children taking tests are met with specific tests being ordered and extra support provided when required	SENco and HT will ensure access arrangements are organised	All pupils have access	Ongoing	

Written/other Information

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Make available school information in alternative formats and also different languages	Review all current school publications and promote the different formats. The school will use information and translations created by LA Welcome pack and Young Interpreters set up	Different formats evident Children feel welcomed and supported	Ongoing as needed January 2017 February 2017	