



## **St Bartholomew's C of E Primary School Three Year Accessibility Plan 2021-2024**

At St Bartholomew's C of E Primary School we are committed to inclusion and to giving all our children every opportunity to achieve the highest of standards. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to developing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The St Bartholomew's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

### **Statutory Responsibilities**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.



## Objectives

St Bartholomew's C of E 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 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Bartholomew's C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The St Bartholomew's C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.



Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Equal Opportunities and Diversity
- Inclusion Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Reviewed = July 2021

Review Date = July 2024

Approved \_\_\_\_\_

Date \_\_\_\_\_



It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

**The Governing  
Body Head Teacher  
Inclusion Leader  
School Business  
Manager Site Manager**

**A plan of the school buildings showing areas of accessibility is attached**



Improve Access to the <b>physical environment</b> of the school				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
External steps painted	Painting Programme	External Steps marked clearly	Summer 21 Ongoing / Rolling Programme	All steps clearly visible
Disabled Parking	Clearly identify disabled parking spaces in the school car park near to the accessibly pedestrian path.  Ensure that disabled parking spaces are identified when the carpark is resurfaced	Parking available for parents and visitors	Ongoing Purchase signage April 21	Parking available for parents and visitors
Disabled Toilet	Maintain disabled toilet facilities and ensure that they are available within school next to the community room and in the Nursery.	Facilities available for disabled pupils, stakeholders and guests.	Ongoing	Facilities available for disabled pupils, stakeholders and guests.
Lift to Upper Floor	Maintain the Lift to ensure it is available to enable disabled pupils and parents / visitors to access the upper level.	Lift maintained and available for use.	Ongoing	Lift available to provide access to upper level of the school building.
Re-check all areas for compliance with Legislation	Monitoring to highlight further areas	Compliance with legislation	Ongoing	Compliance with legislation



Lights to be replaced throughout school to provide a bright and well lit environment	Rolling programme to replace lights	Lights to be replaced. Install automatic lighting where appropriate	Ongoing	School environment is well lit and accessible to all children
Wheelchair access to school	Develop access through the main entrance into the reception area and into school for disabled guests and pupils . Ensure existing ramps are well maintained and provide access. Re-paint railings.	Access to school for disabled guests via ramp.	Ongoing maintenance	Disabled pupils and guests are able to access school. Ramps available for access to main entrance, side entrance and rear entrance.
Care suite developed and maintained to enable intimate care and other care facilities.	Continue to develop and maintain the care suite. Ensure changing table at an appropriate height and toilet and shower facilities available. Appropriate resources purchased. Train staff in intimate care.	Area for intimate care in use and equipped.	Ongoing	Intimate Care Area established and in use. Children's intimate care needs met.
Develop a sensory room to enhance provision for children with additional needs.	Adapt the cloakroom area to provide a padded, appropriate environment. Purchase sensory resources and safety gate.	Sensory area in use and fully equipped to cater for the needs of children with additional needs Provision is appropriate and raises attainment for children.	Spring 2021 Ongoing	Sensory room established and in use. Standards raised and needs met.
Develop an inclusion base to ensure appropriate provision for children with additional needs.	Adapt the classroom area next to the Safeguarding room. Visit other settings, liaise with professionals in the authority and the NHS. Purchase relevant resources. Train staff.	Inclusion base developed and in use. Fully equipped to cater for the needs of children with high level SEND.	Summer 21 Ongoing	Inclusion base established



Any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary.

<b>Increase access to the curriculum for pupils with a disability.</b>				
<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes.	Lessons start on time without the need to make adjustments to accommodate the individual pupils. Children have ready access to a range of resources to support learning.	Ongoing	All pupils have access to the National Curriculum.
Differentiation in teaching	Provide training programme for staff. Monitor SEND to further develop provision. Develop inclusion base	Differentiation is evident ensuring that all children have access to the curriculum Inclusion base in use	Ongoing	All children have access to the curriculum. All children make maximum progress.



Review TA deployment as needed to enable pupils to be appropriately supported.	Discuss termly. Apply for appropriate funding. SLT to determine appropriate placements	Adult support is available during times that individual children may need support.	Review as appropriate	Children have access to support.
Interventions	Provide and analyse the impact of interventions. Provision map to be reviewed and revised. Purchase a range of	Interventions are value for money and provide appropriate support for all pupils that require support.	1q Ongoing	
Ensure all children on SEND Register have a Graduated Support Plan with provision clearly identified	GSRs reviewed at least termly.	GSPs are up to date and form a key part in the assess, plan, do and review process. GSPs are shared with parents and carers	Ongoing	GSPs in place and provision is clear. The needs of individual children are met and children make progress.
Training for staff to increase skills and ability to teach children with SEND. Eg ASD	Training programme for staff. Skills are developed. Appropriate training is attended and provision is appropriate.	Staff are skilled and have a good knowledge of SEND. Provision is appropriate and inclusive. Children access an appropriate and challenging curriculum.	Ongoing	Children with specific needs are successfully included in all aspects of school life. Children access an appropriate and challenging curriculum and make maximum progress.
Ensure appropriate training for staff who teach children with a hearing or visual impairment	Liaise with Hearing and Visual Impaired Service. Purchase relevant resources eg hearing system that links to the hall audio and that can be worn by staff.	All staff have a clear understanding of needs and how to ensure that the curriculum is accessible. Children are able to access lessons and other elements of school life	Ongoing as appropriate	Children with hearing or visual impairment are successfully included in all aspects of school life and are able to access the curriculum.





<p>Extra curricular activities are planned to ensure that they are accessible to all children</p>	<p>Review all out of school provision</p>	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with current legislation.</p>	<p>Ongoing</p>	<p>Access to all school activities for all pupils.</p>
<p>Participate in the pilot programme with the authority for an electronic system for SEND to provide a toolkit that staff are able to easily access. Staff aware of recommendations.</p>	<p>Take part in working party meetings Individual meetings with authority staff Trial electronic system Develop school documents and systems in line with recommendations Share with staff.</p>	<p>School is up to date with relevant documents and systems and is working in line with authority recommendations. Staff have access to recommendations and documents. Provision for children allows access to an appropriate curriculum</p>	<p>Summer 21 Ongoing</p>	<p>Authority electronic system is in use and enables staff to access information easily.</p>



**Improve the delivery of written information.**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure that communication with parents and the community is clear, simple and straight forward.	Present information in a variety of easy to access ways eg displayed on walls and doorways, sent via email, text and on school website. Language used is simple with any education temrs/jargon avoided or clearly explained	Clear communication with parents and community.	Ongoing	Communication is clear and understood.
To make information available in alternative formats for parents including EAL.	Research with website provider and ICT technician about providing translations for the website  Use EAL staff to support EAL parents and share information eg purchase additional phones for phone calls, support with forms etc	Information is easily accessible in different languages and available for all parents.  Parents are supported and understand relevant information	Summer 21 Ongoing	Communication is clear and understood by EAL parents
Develop a resource bank to ensure that the curriculum is accessible and provision is appropriate for all SEND children	Purchase a range of specialized resources for SEND children eg coloured overlays, sensory toys, sound boxes, large scale printed items etc	Resources are appropriate and specialized. Resources meet the needs of SEND children.	Summer 21 Ongoing	A range of appropriate and specialized resources are available for SEND children.

