



## **St Bartholomew's C of E Primary School Three Year Accessibility Plan 2024-2027**

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.

Approved \_\_\_\_\_

Policy Renewal Date February 2027



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 and develop the physical environment of the school   |  |   |           |   |
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| TARGET  | STRATEGY   | OUTCOME   | TIMEFRAME | ACHIEVEMENT   |
| Re-check all areas for compliance with Legislation  | Complete an accessibility audit. Monitoring to highlight further areas to develop.   | 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   | Replace / adapt pedestrian gate to allow for electronic opening. This will enable disabled guests easy access.<br>Re-paint railings / handrails. | Access to school for disabled guests via pedestrian gate.           | 2025      | Disabled pupils and guests are able to access school.         |
| 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>   |
| Review TA deployment as needed to enable pupils to be appropriately supported.               | Discuss termly.<br>Apply for appropriate funding.<br>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.   |
| Training for staff to increase skills and ability to teach children with SEND. E.g. ASD      | Training programme for staff. Skills are developed. Appropriate training is attended and provision is appropriate<br>Intimate care<br>Team teach etc.        | Staff are skilled and have a good knowledge of SEND. Provision is appropriate and inclusive.<br>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 e.g. 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.                                  |



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|--|---|--|---------|---|
| Develop a resource bank to ensure that the curriculum is accessible and provision is appropriate for all SEND children | Purchase a range of specialised resources for SEND children e.g. coloured overlays, sensory toys, sound boxes, large scale printed items etc.                               | Resources are appropriate and specialized. Resources meet the needs of SEND children.  | Ongoing | A range of appropriate and specialised resources are available for SEND children.   |
| Further develop the use of ICT to support children with SEND.  | SENDCo's to look at different ways to support children with ICT.<br>Liaise with ICT technician to select the best ICT support.<br>Purchase ICT support materials and items. | ICT resources support SEND children effectively and meet their needs.<br>Children are regulated and have opportunities to communicate and make progress through ICT resources. | Ongoing | SEND children reach potential and make progress through the use of ICT resources.<br>Greater access to the curriculum and to sharing views is achieved. |

| <b>Improve the delivery of written information.</b>   |   |   |                  |  |
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| <b>TARGET</b>   | <b>STRATEGY</b>   | <b>OUTCOME</b>  | <b>TIMEFRAME</b> | <b>ACHIEVEMENT</b>                                   |
| Ensure that communication with parents and the community is clear, simple and straight forward. | Present information in a variety of easy to access ways e.g. displayed on walls and doorways, sent via email, text and on school website.<br>Language used is simple with any education terms/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<br><br>Use EAL staff to support EAL parents and share information e.g. purchase additional phones for phone calls, support with forms etc. | Information is easily accessible in different languages and available for all parents.<br><br>Parents are supported and understand relevant information | Ongoing          | Communication is clear and understood by EAL parents |