

Barnburgh Primary Academy



ACCESSIBILITY PLAN 2023 - 2026

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	LY	Updated and new format	October 2023	October 2026

Contents

Contents.....	2
LEGAL BACKGROUND.....	3
PURPOSE OF THE PLAN.....	3
DEFINITION OF DISABILITY.....	3
AREAS OF PLANNING RESPONSIBILITIES.....	3
AIMS.....	4
TRAINING.....	4
DOCUMENTS AND POLICIES.....	4
ROLES AND RESPONSIBILITIES.....	5
MONITORING AND REVIEW.....	5
ACCESSIBILITY PLAN 2023 - 2026.....	1

LEGAL BACKGROUND

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995). 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 or sexual orientation”.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

PURPOSE OF THE PLAN

This Plan shows how Barnburgh Academy intends to ensure and improve the accessibility of our academy for pupils, staff, parents/carers and visitors who may be disabled.

This Plan is anticipatory – it requires thought to be given in advance to what adjustments might need to be made to prevent any disadvantage.

We aim to ensure that our academy is a welcoming- place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

DEFINITION OF DISABILITY

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

they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

AREAS OF PLANNING RESPONSIBILITIES

- Increasing access for disabled pupils to the academy curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in extra-curricular activities, leisure and cultural activities or visits)
- Improving access to the physical environment of the academy (this includes improvements to the physical environment of the academy and physical aids to access education)
- Improving the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

AIMS

At Barnburgh Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

We believe in providing an education which is 'accessible for all', regardless of disability.

- The Accessibility Plan is written to complement and support the academy's Equality Policy and will be published on the academy's website. Paper copies are available from the academy office.
- Barnburgh Academy 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 academy.
- Barnburgh Academy's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

TRAINING

Whole academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010, including understanding disability issues. The academy supports any available partnerships to develop and implement the plan: e.g., through Doncaster LA, in addition to partnerships through Leger Education Trust.

DOCUMENTS AND POLICIES

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

- Equality Objectives
- Equality Policy
- Staff Development Policy
- Health & Safety Policy
- SEND Policy
- Behaviour Policy
- Academy Development Plan
- Academy Vision Statement

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

This Plan has been drawn up in conjunction with pupils, parents, staff and governors of the academy and will advise other academy planning documents.

ROLES AND RESPONSIBILITIES

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the Governing Body.

The Accessibility Plan will be monitored through the Committee of the Governing Body.

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

MONITORING AND REVIEW

The SENDCo will report on the Plan to the Head Teacher as appropriate. The Head Teacher will report to the Committee of the Governing Body on any relevant aspects of the working of the Plan as appropriate.

The Plan must be reviewed every three years and approved by the Governing Body.

The review process can be delegated to a Committee of the Governing Body or the Head Teacher.

ACCESSIBILITY PLAN 2023 - 2026

Priority 1: To increase access for disabled pupils to the academy curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in extra-curricular clubs, leisure and cultural activities or visits.)

Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
Ensure all necessary provision is in place for pupils with additional needs including medical needs.	<ul style="list-style-type: none"> • Annual Review of all EHCPs • Annual Review of all medical information • Annual review of PEEPS. • Annual review of Risk/ assessments and HCP. These will be updated in response to pupils changes in health/care needs. 	<ul style="list-style-type: none"> • Annually and updated as and when required 	<ul style="list-style-type: none"> • SENDCo • Inclusion Manager 	<ul style="list-style-type: none"> • All information updated and shared with staff (CPD) • Any equipment, adaptations and provision required are planned for.
To increase staff (including support staff) subject knowledge on aspects of disability within the academy community i.e. SLCN, ASD, ADHD, Dyspraxia, Dyslexia, Dyscalculia, HI, VI, Visual Stress.	<ul style="list-style-type: none"> • Audit staff knowledge/training • Provide relevant CPD opportunities • Provide regular briefing updates with a SEND focus. • Provide in-house workshops to develop knowledge and pedagogy 	<ul style="list-style-type: none"> • Annually • On-going • On-going • On-going 	<ul style="list-style-type: none"> • SENDCo/Trust SEND & Inclusion Manager • Headteacher • Communication Champion 	<ul style="list-style-type: none"> • Improved staff confidence • Effective differentiation and high-quality teaching for all pupils • Increased pupil participation and progress
Ensure all educational visits are accessible for all children.	<ul style="list-style-type: none"> • Pre-site visits to be conducted by staff where appropriate • Risk assessments completed in detail and shared with all relevant stakeholders 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Class Teachers • Visit Leaders • Education Visit Coordinator 	<ul style="list-style-type: none"> • All children to attend every educational visit
Ensure PE Curriculum is accessible to all.	<ul style="list-style-type: none"> • Audit PE resources to assess accessibility 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • PE leader 	<ul style="list-style-type: none"> • All children to take part in PE

	<ul style="list-style-type: none"> • EHCP/ADPR outlines additional support required to promote access for individuals. • Continue to develop links with disabled sports people to promote equality and inclusion within the academy. 			
Improve access to the curriculum	<ul style="list-style-type: none"> • All teachers to be clear on the needs within their classroom. (Class packs hold all this information for all staff) • Ensure all classrooms use a range of visual resources. • Ensure all classrooms have access to ICT to support learning. • All teachers to use multisensory strategies to support teaching of vocabulary across the curriculum. 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Class Teachers • SLT 	<ul style="list-style-type: none"> • Children understand which resources are available to them and use them appropriately. • High quality resources are used to enhance quality first teaching
Ensure identified pupils have their needs met through statutory testing.	<ul style="list-style-type: none"> • Children will be identified through observations and assessed in accordance with regular classroom practice, and additional time, use of equipment, supervised rest breaks, environment suitability, special access arrangements will be applied for as necessary. 	<ul style="list-style-type: none"> • Annually • Termly 	<ul style="list-style-type: none"> • SLT • Class Teachers • SENDCo 	<ul style="list-style-type: none"> • Barriers to success will be identified and reduced in line with statutory regulations and guidance, enabling children to participate and succeed with testing.

Priority 2: To improve access to the physical environment of the academy (including physical aids to access education)

Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
ALL pupils can access all areas of the academy	<ul style="list-style-type: none"> Audit of accessibility of academy grounds 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Premises Manager 	<ul style="list-style-type: none"> Pupils have access to all of the academy.
Supporting pupil's physical needs.	<ul style="list-style-type: none"> Annual Review of all PEEPs Risk assessments in place and reviewed at least annually. Ensure relevant staff training is in place to support pupils with their personal care. Intimate Care plans are codeveloped and updated with medical staff and parents. Ensure the toilets/ changing room facilities are fit for purpose for disabled pupils and visitors. Focus on the layout of the classroom environment to ensure accessibility for children with physical needs. 	<ul style="list-style-type: none"> Annually and updated as and when 	<ul style="list-style-type: none"> SENDCo Class Teachers Premises Manager 	<ul style="list-style-type: none"> All Key Staff are identified and knowledgeable regarding Pupil Emergency Evacuation Plans. All PEEPS updated and accessible Manual Handling training completed for supporting pupils with physical needs where necessary.
To ensure classrooms have any necessary resources for visually impaired children.	<ul style="list-style-type: none"> Consultation with visual impairment team Relevant resources to be provided in specific classrooms such as magnifier, alternative lighting, writing slope etc 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Inclusion Manager SENDCo Class Teachers VI Team 	<ul style="list-style-type: none"> Visually impaired pupils can access learning within the classroom and the wider curriculum.
To ensure classrooms have any necessary resources for hearing impaired children.	<ul style="list-style-type: none"> Consultation with hearing impairment team Relevant resources to be provided in specific classrooms such as visual support, modelling, scaffolding etc Work with parents to ensure that hearing aids are worn and working. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Inclusion Manager SENDCo Class Teachers Pastoral Team 	<ul style="list-style-type: none"> Hearing impaired pupils can access the learning in classrooms.

<p>Improve signage and external access for visually impaired children.</p>	<ul style="list-style-type: none"> • Outline steps with yellow paint. • Ensure all entrances and exits have clear signage. 	<ul style="list-style-type: none"> • Ongoing • Annually 	<ul style="list-style-type: none"> • Premises Manager 	<ul style="list-style-type: none"> • All steps marked to improve access on site
<p>Supporting pupil's emotional and mental health needs.</p> <p>Supporting pupil's communication needs.</p>	<ul style="list-style-type: none"> • Embed our Curriculum with emphasis of emotional health and wellbeing. • Focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural needs. • Conduct Sensory Environment audits to ensure classrooms and learning spaces are appropriate for children with sensory processing needs. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Inclusion Manager • Health and Wellbeing Lead • SENDCo • Class Teacher 	<ul style="list-style-type: none"> • PSHE Curriculum – Access ELSA lessons to support emotional health and wellbeing, Lego therapy. • Learning walks with a focus on children with a range of learning/behavioural/sensory processing needs. • Provision Maps in place and support need identified in SEND plans. • Wellbeing plans in place to support pupil with communication difficulties.

Priority 3: To improve the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
<p>Make available academy brochures, newsletters and other information for parents/carers in alternative formats and fonts if requested.</p>	<ul style="list-style-type: none"> • Seek parental views regarding current academy literature. Review all current academy publications and promote the availability in different formats and fonts for those who require it. • Ensure all documents is produced in an accessible format (where needed) and electronic documentation is produced using accessibility checker to ensure compatibility with accessibility software (e.g., immersive reader, screen readers, language modifier) • Develop the use of the Academy App to send messages and letters. • Develop the use of the Academy website to share information to parents. • Develop parent forums including those specifically for SEND parents to share updates and information. 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • All teaching staff. ICT support • ICT Support • ICT Support • SLT Links • SENDCo/Pastoral Team 	<ul style="list-style-type: none"> • Academy information is accessed by all families • Parents receive relevant information in a timely manner • Information about the Academy is readily available on the website at all times in a format that can used with immersive reader for accessible fonts and read aloud.
<p>Make information available using visuals and child friendly font and text where required.</p>	<ul style="list-style-type: none"> • Following recommendations from external professional support such as SaLT, Health and SpED team, utilise programs to create information in an accessible format. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo/Pastoral Team/Class teacher 	<ul style="list-style-type: none"> • Information is shared with pupils in an appropriate format.
<p>Availability of a BSL interpreter if required.</p>	<ul style="list-style-type: none"> • The Academy will use a BSL Interpreter service to ensure full 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo/Pastoral Team/Class teacher 	<ul style="list-style-type: none"> • HI families have greater access to information from the Academy and can

	Parental participation in the Academy life, from meetings to assemblies.			participate in meetings and discussions about their child and participate in assemblies and productions.
--	--	--	--	--