



Barton CE (VA) Primary School

Accessibility Plan

Date plan last reviewed: 12.02.25

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

This plan outlines how Barton CE (VA) Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Accessibility Plan: Curriculum Access	Situation at present	Action/objective	Time scale	Person(s) involved	Monitoring
Differentiation of curriculum	Children with disabilities (both physical and emotional) have all been identified and measures are in place to ensure equal access to the curriculum, through adaptation, training of staff and monitoring.	Annual audit of provision and training accessed to ensure a continuous provision for all children with needs. Staff trained to fully meet the requirements of disabled pupils' needs with regard to the curriculum.	Annual audit plus half termly meetings Headteacher/ Governor (through pupil progress meetings)	SENCO and Headteacher, SEN Governor and all staff	SEN provision and regular half termly monitoring.
Pupil independence and responsibility	Children with disabilities/specific needs have been identified and all class teachers are putting into practice the adaptation of the curriculum to ensure basic living skills, relationships and future aspirations are being met.	To ensure up to date training for all staff. e.g. Cambridge Therapeutic Thinking, Autism training, Behaviour Policy INSET days – ensure medical needs are shared with all staff (playtimes and class-based activities)	Termly	SENCO and Headteacher, Specialist Services e.g. TOD, SEN Governor and all staff	SEN provision and regular half termly monitoring.

Aids and strategies for inclusive practice	All teachers are aware of the need to provide visual timetables, reduced language, ICT hardware.	Monitoring of classrooms and pupils to ensure appropriate strategies and aids are put into practice on a day-to-day basis. Teachers fully aware of options to optimise strategies of inclusion and able to be proactive in making appropriate adjustments.	Termly and Weekly through classroom learning walks	Specialist Teaching Team and Autism STT. All staff, Headteacher and SENCO, SEN Governor	SEN provision and regular half termly monitoring.
Classrooms are optimally organised to promote the participation and independence of all pupils	All staff (Teachers and TAs) are aware of individual needs of children at the start of the academic year. Classrooms set up accordingly – using preferred layout of furniture and equipment to support the learning process in individual class bases.	Classroom layout is adapted accordingly during the year, to meet the changing needs of pupils. Timetable changes are communicated to all pupils and their parents.	Termly and Weekly through classroom learning walks	All staff SENCO	SEN provision and regular half termly monitoring.
Communication	Communication between pupils with needs and parents is constant and effective to ensure excellent access to the curriculum.	Class teacher and designated adult to “meet and greet” specific children; action EHCPs/IEPs/IBPs/IMPs – are actioned. Regular updates/communication and handovers with parents at the beginning and end of day.	Weekly	All staff (class teachers and TAs) SENCO Parents	SEN provision and regular half termly monitoring.

		Adjustments made where necessary.			
Out of school activities	Out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation. Activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Yearly	Headteacher Class teacher SENCO	SEN provision and regular half termly monitoring.
Training for awareness of SEND	Training is being continuously provided to meet the needs of all children with specific needs. This is ongoing. E.g. CTT, Autism, Teacher of the deaf, speech and language therapists, SENCO	Whole school community is made aware of the issues relating to access.	Termly – planning courses	Headteacher and SENCO, Specialist Services, SEN Governor and all staff	SEN provision and regular half termly monitoring.
Trips	Trips are designed to ensure that they are inclusive and take into account individual children's needs.	Activities are carefully chosen, and adaptations made as necessary to ensure all pupils are able to participate. Providers must comply with all legislative requirements and ensure that their staff are appropriately trained to meet children's needs.	Termly planning	Headteacher SENCO Class Teacher Parents	

Planning duty 2: Physical environment

Accessibility Plan: Physical Access	Situation at present	Action/objective	Time scale	Person(s) involved	Monitoring
					Staff to complete half termly accessibility monitoring walk
Car parking	<p>Parking bays in School Lane with level, easy access to School site. Also, staff and visitor parking available in school grounds from School Lane entrance by arrangement (within a few metres of main entrance).</p> <p>School Lane entrance, whilst level and safe has some loose gravel on the surface due to wear and tear.</p>	Hard sweep parking area within school grounds	Termly	Caretaker	H & S Committee
Exterior Lighting	Lights to path around school from School Lane to New Road entrances, main entrance, playground door, back staffroom door, EYFS classroom door and play area.	Maintenance	Termly	Caretaker	H & S Committee
Steps and Ramps	School site all on ground floor. Main entrance and kitchen entrance flat. Ramps with rails to New Road (Playground) entrance and Robin,	Consider handrail		Project Management	H & S Committee

	<p>Kingfisher and Owl classes. Fire exit to Swallow, hall and staffroom have two steps (marked with yellow highlighting paint), but with level area immediately outside doors.</p> <p>Foundation Stage outdoor learning area has ground level single door (Fire Exit) to ramp and double doors opening onto a wide, shallow step, with grip hazard warning tape.</p>				
Classroom					
Lighting	Good natural light and lighting system in place.	Continue to ensure windows not covered with displays, etc.	Termly	Teachers/Teaching Assistants	H & S Committee
Blinds, window coverings	Blinds fitted to all external windows to classrooms, offices and staffroom to control glare	Maintain blinds	Termly	Caretaker	H & S Committee
Decoration	Colours chosen for classrooms and soft furnishings to prevent overstimulation and provide a pleasant environment conducive to accessing learning.	When redecorating, consider using contrasting colours, particularly on corners/doorways (and frames versus doors) to aid visual discrimination – currently no visually impaired children or staff	Whenever redecorating	Headteacher	Resources Committee

Audio	<p>Radio aid system fitted in class to aid pupil with Cochlear implants. This must move classrooms with the pupil as they move up the school.</p> <p>Acoustic sound boarding fitted in the hall to support the hearing of pupils with cochlear implants during assembly time, PE, lunchtimes and any other time the child is in the hall.</p>		Reviewed alongside EHCP	<p>Headteacher</p> <p>SENco</p> <p>Teacher of the deaf</p> <p>START</p>	Resources Committee
Entrance/Reception	Current entrance hall roomy, level and low reception window. Outside entrance has double doors and interior entrance is 1½ width door.		As necessary	Headteacher	Resources Committee
Light switches, power outlets and emergency alarm buttons	<p>Exit button from main entrance previously at wheelchair height has been moved higher to prevent a pupil from escaping the building.</p> <p>New entrance has automatic emergency fire release of door.</p>			Headteacher	Resources Committee
Toilets	Wheelchair accessible toilet and changing facility – adult toilet facility and cubicle in girls’ toilets				
Emergency exits	<p>Main entrance has automatic emergency exit.</p> <p>Classrooms and back door have wheelchair height thumb turn locks.</p>	Health and Safety Committee considered Swallow Class back exit door lock acceptable height to facilitate wheelchair exit		Headteacher	Resources Committee

	Hall has double door wheelchair height emergency exit bar. Ramps/rails as above				
Infection control - cystic fibrosis	<p>Adaptations have been made to the EYFS outdoor area to ensure that a child with CF is not exposed to mud, rotting vegetation or stagnant water.</p> <p>Taps, toilets and sinks are cleaned thoroughly each day and purged after school holidays.</p> <p>Classmates use paper hand towels only (no hand-dryer) and staff ensure that tissues are binned and hands are washed after use.</p> <p>No grounds maintenance to take place (composting, leaf blowing) in the vicinity of the child.</p>	Health and Safety Committee reviewed adaptations to ensure they meet child's needs.	Reviewed alongside IHP	Headteacher SENCO Caretaker Class Teacher TAs Office staff	H & S Committee

Planning duty 3: Information

Accessibility Plan: Written Information	Situation at present	Action/objective	Time scale	Person(s) involved	Monitoring
Availability of written information in different formats	Format and presentation can be altered on computer, chromebook and ipads (colour of papers, character size) where necessary. IT equipment provided for children with hearing difficulties. Verbal communication by phone or in person to visually impaired.				
School information, website, newsletter (Barton Bulletin) etc	As above School Office staff respond to individual requests.	Promote availability of different formats on request for those that require it. Highlight this at new Intake evenings.	Ongoing	School Office/Headteacher	Headteacher
Awareness of good communication	Staff advised of any accessibility needs at Staff training events	Remind staff of the importance of communication channels regularly	Staff meetings	Staff	Headteacher

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is Spring 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

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