

## OUR SCHOOL VISION

We will help our pupils **Learn**  
We will **Inspire them,**  
We will allow them to **Flourish and**  
We will help them **Excel**

These are the building blocks for a successful **LIFE**.

*We are a child-centred school. Every decision we make is in the child's interest.*

We encourage pupils to become confident learners.

We are all members of a Learning Family and we speak and listen to each other honestly.

We listen especially carefully to our pupils.

We recognise the value of individuality.

We make sure every child can achieve excellence.

We celebrate everyone's success and learn from our mistakes.

Ours is a safe, caring and happy school.

## Accessibility plan

*2016-2019*

### Section 1: Vision statement

Barns Green Primary School is required to have an accessibility plan under the Equality Act 2010. The purpose of the plan is to demonstrate that we are actively looking to improve accessibility of learning for all pupils. Under the Equality Act 2010 a person is disabled under the Equality Act **2010** if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

The plan is used to highlight any areas for development which will then be incorporated into the school's Development Plan. It will be monitored by the Finance & Premises Committee of the Governing Body. This plan is published on the school web-site.

The plan is focused on the physical environment, the curriculum and written information and highlights where training is needed.

Barns Green Primary School has its own separate Complaints procedure which may be used to raise a complaint or concern about accessibility.

Approved by: Full Governing Body

Date: Summer 2016

Next review date: Summer 2017

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## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Hearing loop available in Hall. Use of Individual intervention plans where required. All staff aware of individual needs. For example, pupils with a hearing disability are seated to overcome this. Large print copies of texts used are available if required by a pupil.</p> <p>Classrooms have visual timetables. Concrete apparatus is used in subjects such as Mathematics where appropriate (e.g. Numicon).</p>	<p>Short-term – to ensure that our curriculum is accessible for all pupils on roll. All lessons to be differentiated to address accessibility needs. All statutory requirements met. Calm, neutral spaces available for pupils who require less sensory stimulation.</p> <p>Medium term – Create a</p>	<p>Short-term – Staff meeting led by SENDCo at start of each term.</p> <p>Half-termly Pupil Progress Meetings with Headteacher to include accessibility options</p> <p>Staff to review medical information held on all pupils</p> <p>Office staff to request updates to medical information on a regular basis</p> <p>Medium-term – Audit of available resources, identifying gaps. This to be cross-referenced with</p>	<p>SENDCo</p> <p>Headteacher</p> <p>Class teacher</p> <p>Office staff</p> <p>SENDCo</p>	<p>First staff meeting of each term</p> <p>Once per half term</p> <p>Sep 20<sup>th</sup></p> <p>First week of each term</p> <p>End of Spring</p>	<p>Staff meeting records in Memo refer to accessibility training/input</p> <p>Records of PPM show that teachers are adapting curriculum appropriately</p> <p>‘No surprises’ – staff able to identify how the curriculum has been modified for individual children</p> <p>Disability register available to authorized staff on request</p> <p>File established in PPA Room with catalogue &amp; key information sheets.</p>

		<p>resource list available for teachers to use when planning their curriculum. This to reference whether an additional resource is available in the school/Locality collection.</p> <p>Long-term – School operates a policy which allows us to be pro-active rather than reactive when a pupil with a disability joins us.</p>	<p>Locality resources &amp; comprehensive catalogue of materials drawn up</p> <p>Accessibility folder created &amp; stored in PPA room which has key information sheets on full range of disabilities.</p> <p>Governing Body to approve a policy which is based on good practice.</p> <p>Staff to have reviewed this policy in the light of visits to schools with a high proportion of disabilities and proven outstanding accessibility plans (e.g. QEII)</p>	<p>SENDCo</p> <p>Full Governing Body</p> <p>Visits co-ordinated by SENDCo</p>	<p>Term 2017</p> <p>End of Summer Term 2017</p> <p>End of Summer term 2018</p>	<p>Policy document linked to document banks &amp; available for all stakeholders. Review cycle includes input from a range of stakeholders.</p> <p>Case studies of good practice in the Revised policy</p>
<p>Improve and maintain access to the physical environment</p>	<p>Barns Green Primary School was designed to meet the requirements of Approved Document Part M 'Access to and use of Buildings'.</p> <p>This document is comprehensive and covers:</p> <p>Car parking. Paving type and gradient from the car park to the main entrance. Main entrance door clear widths and powered operation. Flush thresholds to external doors. Wheelchair friendly barrier matt. Disabled usage</p>	<p>Short-term – ensure that school has a maintenance programme for all the features listed in the 'Access to and use of Buildings' document.</p>	<p>Short-term – Appoint new Caretaker &amp; identify accessibility maintenance as part of role.</p>	<p>Headteacher</p>	<p>June 2016</p>	<p>Maintenance records reflect the work undertaken. School budget to have a separate accessibility cost-centre from April 2017.</p>

	<p>reception desk. Internal clear door widths. Disabled Wc facilities. Widths of corridors / circulation spaces. Colour contrast to suit visually impaired. Hearing loops (portable) to assist hearing disabilities. Garden area has raised planting beds.</p> <p>Growing class sizes are being monitored as rooms are becoming increasingly cramped and this will have an impact on movement through the classroom</p>	<p>Medium-Long-term – School to work to keep class sizes down to a maximum of 28 at Key Stage 2,</p>	<p>Devise a staffing plan which would impact on Key Stage 2 class sizes</p>	<p>Headteacher</p>	<p>April 30<sup>th</sup> 2017</p>	<p>School to run as a 5-class school from September 2017.</p>
<p>Improve the delivery of written information to pupils</p>	<p>School currently provides material for each pupil dependent upon their individual need. Font used chosen by pupil.</p> <p>Intervention records are individualised &amp; pupil-friendly</p> <p>School needs to focus on the written information provided to pupils to ensure it is in 'simple' English.</p>	<p>Ensure written information remains accessible for all pupils</p> <p>Medium Term – investigate examples of best practice 'simple' English</p>	<p>Class teachers to review &amp; modify if needed</p> <p>Creation of style guide</p>	<p>Class teacher with advice from SENDCo</p> <p>Headteacher</p>	<p>Ongoing</p> <p>End of Summer Term 2017</p>	<p>Feedback from parents &amp; pupils collected on clarity of Intervention records &amp; other information given in written form to pupils.</p> <p>Style guide informs writing of documents.</p>

### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	Maintenance schedule to be monitored	Caretaker	Ongoing
Corridor access	1 key corridor	Maintenance schedule to be monitored	Caretaker	Ongoing
Lifts	0	Maintenance schedule to be monitored	Caretaker	Ongoing
Parking bays	2 x disabled	Maintenance schedule to be monitored	Caretaker	Ongoing
Entrances	1, with full wheelchair access	Maintenance schedule to be monitored	Caretaker	Ongoing
Ramps	All school on 1 level, so no ramps required.	Maintenance schedule to be monitored	Caretaker	Ongoing
Toilets	2 x disabled access toilets  NB – Treatment Room requires monitoring to reduce use as a storage facility.	Maintenance schedule to be monitored	Caretaker	Ongoing
Reception area	Wheelchair friendly barrier mats.	Maintenance schedule to be monitored	Caretaker	Ongoing
Internal signage	All signage uses minimum language,	Maintenance schedule to be monitored	Caretaker	Ongoing
Emergency escape routes	Evacuation routes for all areas are wheelchair accessible.	Maintenance schedule to be monitored  Termly fire drill	Caretaker  Headteacher	Ongoing