

BARNS GREEN PRIMARY SCHOOL

Accessibility Plan 2024-27

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. The implementation of this policy is monitored by the Governing body once a year and fully reviewed once every three years.

This policy links with the following policies: The Equality Plan, SEND, Teaching and Learning, Behaviour, Health and Safety, Administration of Medicines, Safeguarding.

Section 1: Vision statement

At Barns Green Primary School, we encourage every individual to be the best they can be, to become confident, secure and caring individuals who are ambitious in their learning and who welcome every opportunity, embracing each challenge, so they can confidently look forward to the future, ready for adventures that await.

Section 2: Aims and objectives

Our aims are to:

- Ensure that our site is fully accessible to any person with a disability and any new developments meet this requirement.
- Continue to update records of disability and re-establish closer links with preschools and secondary schools.
- Ensure all staff have access to good training to support children with disability and resources to support these children are appropriate.

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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To continue to maintain and improve good	Barns Green Primary School was designed to meet the requirements of Approved	Annual audit of premises to ensure that all aspects of Approved Document Part M	Walk the school and grounds once a year with this focus	HT, Caretaker and the	Each summer term	Rolling programme of any works enacted

Date
September 2025

Responsible Governors
Full Governing Body

Review in
September 2026

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access to the physical environment	Document Part M 'Access to and use of Buildings'. (See document for details)	are maintained to the required standard		Health and Safety Governor		within identified time frames
	Adaptations to the physical environment are made where need it identified.	To improve the quality of provision for children with specific physical needs.	Continue to liaise with the Physical Disabilities Advisory Teacher for West Sussex to ensure reasonable adjustments fully support all children's access to the curriculum.	SENDCo	Termly and as needed	Children with physical disabilities will have good access to the physical environment.
Continue to improve school data base/ knowledge of the families of pupils with disabilities and liaise with appropriate outside agencies/ providers.	Good links with pre-schools and secondary schools in relation to children with disabilities have continued. There is a consistent approach to internal transition between year groups and classes, so that Class Teachers and Adults working with these pupils are informed about pupils starting in the new academic year.	Liaise with pre-schools to identify children and families for support in future and ensure that their needs can be met.	Liaise as soon as a child is offered a place at the school. Carry out induction visits to school and additional visits for vulnerable children	YR teacher	April each year July each year	New pupils have appropriate support in place and settle into school quickly; parent feedback confirms this.
		Liaise with secondary schools to support transition of vulnerable pupils.	Support transition to secondary schools by re-establishing additional visits for identified children	YR 6 teacher	As needed	Transition arrangements support children with disabilities to transfer smoothly to secondary school.
		<ul style="list-style-type: none"> Continue to update information on children to ensure that those with a disability are supported well. Establish a relationship of trust where parents/staff volunteer 	<ul style="list-style-type: none"> Office staff to request updates to medical and pastoral information on a regular basis and at least annually. School to make appropriate 	School Business Manager	As needed	Annual interview with parents/ pupils/ identified staff reveals that the person is well supported

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		<p>additional family information (e.g. family disability, or family circumstances).</p> <ul style="list-style-type: none"> • Ensure staff with a disability are well supported. 	adjustments, as needed.			
		Continue to liaise with outside agencies for advice and support	<ul style="list-style-type: none"> • Records are updated • SENDCo attends meetings for up to date information on agencies 	SENDCo	On-going and as needed	Contact details of outside agencies in place and used as appropriate.
Increase access to the curriculum for pupils with a disability	<p>Induction of any new staff in supporting children with additional needs.</p> <p>Termly SEND meetings ensure all staff review and understand how to support pupil needs</p> <p>A programme of staff training each year to support staff in teaching of children who need additional support.</p>	<p>Ongoing support for staff on:</p> <ul style="list-style-type: none"> • Ordinarily available inclusive practice (OAIP) • Autism and Social Communication Training (Supporting Autism in EYFS and TEACCH approach) • Speech and Language Training (Word Aware and Communication Friendly Classrooms). • Team Teach Training • Clicker Writer training 	<ul style="list-style-type: none"> • Staff meeting led by SENDCo at start of each term. • Termly Pupil Progress Meetings with Headteacher to include accessibility options 	<ul style="list-style-type: none"> • SENDCo • HT • Assessment leader 	On-going throughout the academic year	Lesson observations, pupil work, progress data and pupil interviews show that teachers are adapting curriculum appropriately
	<p>Resources are effectively used to increase access to the curriculum for pupils with disabilities.</p> <p>Close liaison with various agencies to support children with additional needs</p>	<p>More resources are used effectively to increase access to the curriculum for disabled pupils.</p> <ul style="list-style-type: none"> • Strategic deployment of TAs. • Resources purchased as and when needed (eg. 	<ul style="list-style-type: none"> • Strategic deployment of TAs • Appropriate training provided e.g. SALT • Resources purchased as and when needed e.g. coloured overlays, sloping boards, wobble cushions, special cutlery. 	<ul style="list-style-type: none"> • SENDCo • HT 	Ongoing	A range of appropriate resources will be successfully used to increase access to the curriculum.

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		<ul style="list-style-type: none"> Coloured overlays, sloping boards, wobble cushions, special cutlery). Ensure equipment is working and seek support and advice if needed 	<ul style="list-style-type: none"> Seek support and advice quickly if equipment is not working 			
	Rolling cycle of repair and renewal of IT set up.	<ul style="list-style-type: none"> Implement the rolling cycle of repair and renewal of IT resources Use IT to improve curriculum access for pupils with disability. 	<ul style="list-style-type: none"> Rolling programme of IT upgrades is effective in meeting the needs of all pupils. Staff training in how to use IT to increase access to the curriculum. 	<ul style="list-style-type: none"> HT SENDC o 	Summer 2025	IT is used appropriately to improve curriculum access for all pupils, including those with disability.

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