



The Great Barwell Adventure

Accessibility Plan

Love thy neighbour in a flourishing school community.

Approved by:	V Newman	Date: 1.03.2024
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Contents

1. Aims	2
2. Legislation and guidance.....	3
3. Action plan.....	4
4. Monitoring arrangements	7
5. Links with other policies	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Inclusion Matters to us in our school. Children, families and staff need to feel that they have a place in our school and that Everyone is Welcome. We need to be vigilant and unrelenting in our pursuit to remove barriers to success for everyone and understand who is more vulnerable to underachieving because of their characteristics or circumstance. However, we need to take a global approach to inclusion and follow UNESCO's principles of focusing on inclusivity as a whole. If we place the emphasis on transforming existing systems to become inclusive, rather than working on how to integrate those who are in danger of being marginalised, excluded or underachieving, we can build towards an equitable future for all.

It is important that we are open about our values and that they are not only on display on the walls but in our everyday interactions. We want people who visit our school, for whatever reason, to walk away feeling loved and seen for who they are. In order to do this, we need to be explicit in our core values of inclusion and ensure that all decisions made have inclusivity at their heart. Our Everyone's Welcome approach, through our Wellness Journey and Learning Adventure is key to this work and we need to continually work on developing this approach. Our approach to developing the whole person, in mind, body and spirit, will ensure that we are developing the whole individual and not sacrificing some elements in favour of others. We need an unrelenting focus on our behaviour and culture with the highest expectations for all. Our understanding of Inclusion, by developing our knowledge and understanding, will help to develop our practices and procedures and support from outside agencies will further this still. Looking for opportunities to develop the individual knowledge and skills of staff through our Staff Expedition will allow for us to continue to develop as well as providing them with a sense of ownership and personal achievement.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • We use a 'five a day' approach to teaching • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Assess, Plan, Do and Review process is robust and clearly understood by all and helps to ensure that children receive the right support for their needs • Strong interventions are in place and monitored for impact regularly • Provision mapping is used at both an individual level and at a whole school level 	<ul style="list-style-type: none"> • Increase the amount of positive images of people with disabilities • Celebrate the strengths of individuals (AIA target) • Continue to develop best practice in provision mapping 	<ul style="list-style-type: none"> • Audit what images are currently used • Investigate where we can build positivity into our curriculum • Create a celebrating strengths proforma with children with additional needs to be made before TAC meetings • To build our bespoke provision map that covers all academic and pastoral support 	<ul style="list-style-type: none"> • VN • Teaching staff • VN • VN 	<ul style="list-style-type: none"> • Summer Term 2024 • Summer Term 2024 • Autumn 2024 • Easter 2024 	<ul style="list-style-type: none"> • Excellent positive representation of people with disabilities throughout our school • Children see disability as a difference not a difficulty • Children with additional needs feel positive about themselves • We have excellent knowledge of the provision each child is getting, the cost and impact

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • White lines to support sight • Tyres with white paint so they are in contrast to the dark background • A Smooga marks out a distinct play area • Disabled shower • Hand rails • Grip strips on internal steps • Adequate lighting • Glare free lighting 	<ul style="list-style-type: none"> • Developed the main entrance so that it is more accessible, e.g. auto door, larger and lower reception hatch • Larger/clearer signage around school 	<ul style="list-style-type: none"> • Quotes for entrance • Establish if there are any grants available to support • Source better signage 	<ul style="list-style-type: none"> • RH 	<ul style="list-style-type: none"> • End of summer term • ASAP 	<ul style="list-style-type: none"> • Our entrance will be friendly and highly accessible by all • Signage will be clear around school

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Alternative communication, e.g. Whatsapp and text messages • Whole school approaches to delivering information to children • Regular predictable routines 	<ul style="list-style-type: none"> • To develop the use of Widgets across school as part of our daily language (AIA target) • Investigate the potential of using signing to further support communication 	<ul style="list-style-type: none"> • Key staff to investigate • Subscribe a few key staff • Devise which common widgets will be used throughout school • Gradually build up our use of symbols • Link symbols to sign language 	<ul style="list-style-type: none"> • SLT • Curriculum Team 	<ul style="list-style-type: none"> • Summer Term in readiness to roll out in academic year 2024-2025 	<ul style="list-style-type: none"> • We will have a common symbolic language across school • Children will develop greater understanding as their auditory processing will not hinder them

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team.

It will be approved by Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy