



Barwell C of E Academy Accessibility Plan 2019-2022

We want a flourishing school community.

Aims and Objectives:

At Barwell C of E Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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 and sexual orientation".

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

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Key Objective: To reduce and eliminate barriers of access to the curriculum; and to ensure full participation in the school community for pupils and prospective pupils with a disability. Barwell C of E 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 school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Barwell C of E Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase **access to the curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain access to the physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **Improve the delivery of written information to pupils, staff, parents and visitors** with disabilities; examples might include hand-outs, timetables, textbooks and

information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Barwell C of E Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This policy, having been presented to and agreed upon by the whole staff and Governing body is distributed for the information of

All teaching staff

All teaching assistants

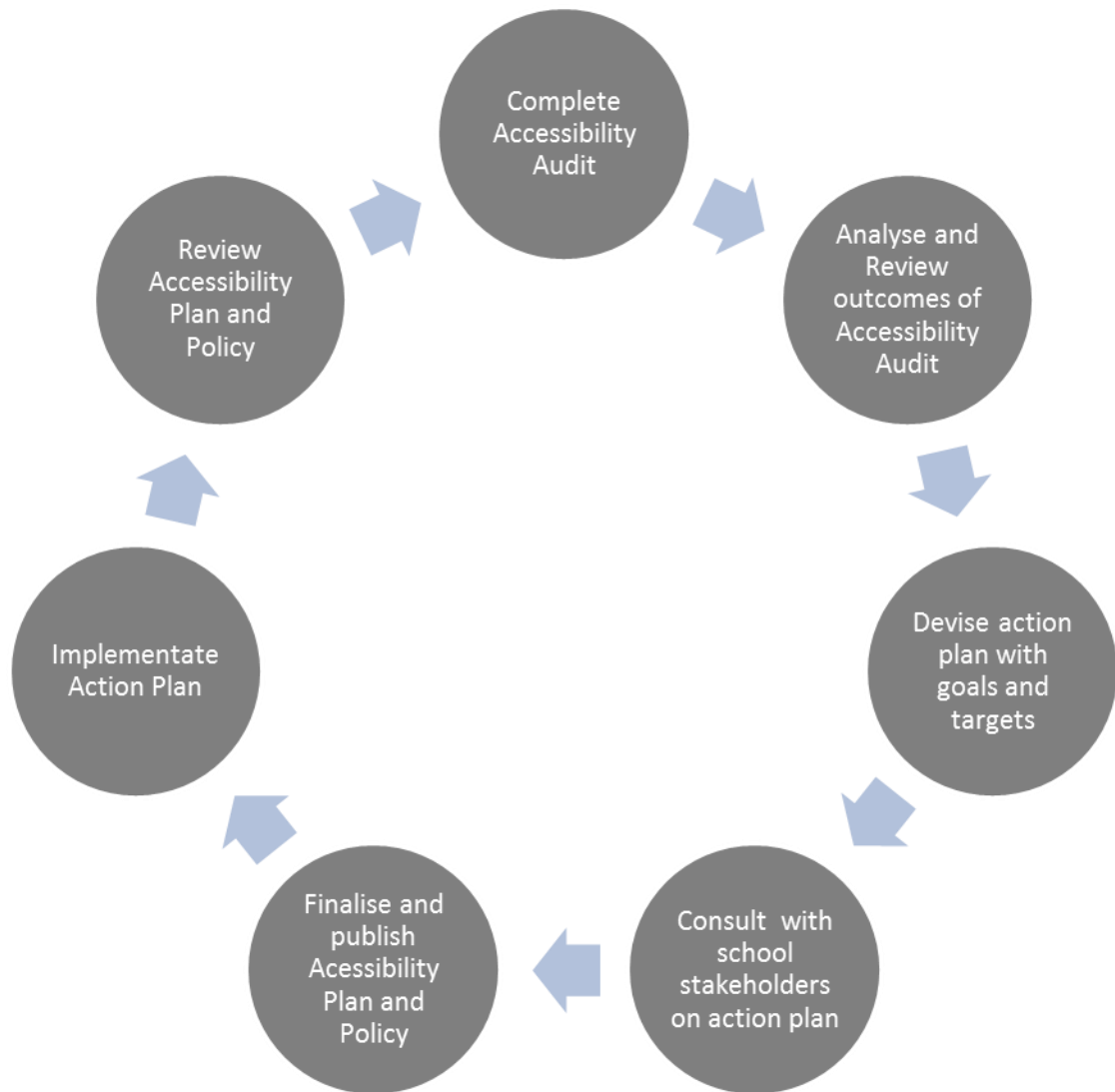
All school support staff

A copy of this policy is available for

- School governors
- External professionals
- OFSTED
- Parent
- Visiting teachers
- Other interested adults (psychological services etc.)

Accessibility Plan – Identifying Barriers to Access:

The Accessibility Plan will run on a 3 year cycle and follow the planning process outlined below. If necessary Barwell C of E Academy will carry out interim reviews within the 3 year cycle to ensure that the needs of new members of our school community are catered for.



IDENTIFYING BARRIERS TO ACCESS:

A CHECKLIST

This checklist comprises of three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils and/or visitors, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

1 = yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Physical Access	Score	Evidence / Action
Are your classrooms optimally organised for disabled pupils?	2	Number of children in class, determined classroom lay out. We would make reasonable adjustments dependant on the individual needs of the child and meet the relevant authority to ensure that we meet the requirement to the best of the academy's abilities.
Does the size and layout of the areas including all academic, sporting, play, social facilities- classrooms, the assembly hall, library, playgrounds, common rooms allow access for all pupils	3	Three door frames width, less than required standard. We would ensure adequate access available. Also the rooms in the extension have the door frames that meet the required standard and would ensure that the individual was always based in this area.
Can pupils that use wheel chairs or mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	3	Three door frames width, less than required standard. As above We have made alternative access arrangements.
Are pathways of travel around the school site and parking arrangements safe with routes logical and well signed	2	Signage meets present needs. We would make reasonable adjustments if the need arises for the individual child.
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components	2	PEEPS required for a number of children. At present pupils with SEND needs have 1:1 support to assist with evacuation
Are non-visual guides used, to assist people to use the buildings including lifts with tactile buttons	2	More information would be required from the VI department to ensure that we make reasonable adjustment to meet the needs of the individual.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	2	Signage meets present needs. We would make reasonable adjustments if the need arises for the individual child.
Are areas to which pupils should have access well lit?	1	All areas of the school has lighting to the required standard

Are steps made to reduce background noise for those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?	1	Quite room/area available to all children. Children who need them have ear defenders. There are breakout zones
Is furniture and equipment selected, adjusted and located appropriately?	1	Furniture appropriate to age groups
Are quiet rooms/calming rooms available to children who need this facility?	1	Quite room/area available to all children
Are car park spaces reserved for disabled people near the main entrance?	1	Two disabled parking places marked out in car park
Are there any barriers to easy movement around the site and to the main entrance?	3	We have a plan in place to install a push pad opening mechanism for our main entrance.
Are steps needed for access to the main entrance? N Do all those steps have a contrasting colour edging? Y	1	The main entrance to the school has a ramp as well as steps. The pupils entrance have steps and the edges are painted white.
If there are steps, is a ramp provided to access the main entrance?	1	Ramp at main access
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	1	Continuous handrails on all steps
Is it possible for a wheelchair user to get through the principal door unaided? N If no, is an alternative wheelchair accessible entrance provided?	3	We have a plan in place to install a push pad opening mechanism for our main entrance.
Do all internal doors allow a wheelchair user to get through unaided?	3	The rooms in the extension have the door frames that meet the required standard and would ensure that the individual was always based in this area. A wheelchair user would be supported by a member of staff or peer.
Do all the corridors have a clear unobstructed width of 1.2m?	3	Most areas are accessible however alternative arrangements are needed for equipment. Individual cases will be considered and adjustments made accordingly.
Does the school have a wheelchair accessible toilet?	1	There are two accessible toilets in the school
Does the block have accessible changing rooms/shower facilities?	1	There is one accessible shower and changing area in the school.
How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey?	1	Single storey with some split levels parts
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	1	Internal step edges painted white
Is there a continuous handrail on each internal stair flight and landing?	1	All internal steps have a continuous handrail
Does the block have a lift that can be used by wheelchair users?	NA	NA
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	4	Some fire exits have stepped door frames, reasonable adjustments would be made to ensure they are in

		a place with suitable evacuation facilities.
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Access to the Curriculum	Score	Evidence / Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	3	During staff INSET any needs of current children are discussed and training is organised where relevant.
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	2	Through LEA where relevant Eg Visual Impairment Services.
Is teaching and the curriculum appropriately differentiated to meet individual needs so that children and young people make good progress?	2	Individual needs are met – Learning walks support this opinion. Intervention in place to support individuals.
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	2	Visual Impairment Services utilised where relevant. Observations/Learning Walks and planning evidence a variety of activities.
Do lessons provide opportunities for all pupils to achieve and succeed?	1	Visual Impairment Services utilised where relevant. Observations/Learning Walks and planning evidence a variety of activities.
Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1	1:1 support and external services are used to support and seek advice for individuals. Where a pupil has a disability, an individualised programme is put into place and they receive support from an LSA.
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1	Visual Impairment Services utilised where relevant. Observations/Learning Walks and planning evidence a variety of activities. 1:1 provided where needed too.
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	This is considered where appropriate and according to the needs of individuals.
Do you provide access to appropriate technology for those with disabilities?	2	Visual Impairment Services utilised where relevant. Computing and IWB.
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	All children are able to attend.
Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to secondary placements)?	1	SEND Co works closely with parents, feeder schools and outside agencies ensuring smooth transition.
Are there high expectations of all pupils behaviour ?	1	Learning walks See our Restorative Justice policy Observations Governor and visitor opinions.

Are pupils equally valued?	1	Learning walks Governor and visitor opinions. School Council Everyone's Welcome – No outsiders approach.
Are School policies reviewed, updated in accordance with legislation and shared with all stake holders eg. Anti bullying, SEND policies, health and safety, Behaviour etc	1	Policies are up to date and shared with staff, governors, visitors, volunteers and available on the website.

Information Access	Score	Evidence / Action
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	3	This is considered if children arrive with specific needs. We currently have support from VI team and RNIB for a pupil who needs this access. We have plans to improve our information presentation throughout school through the use of dual coding.
Do you ensure that all information is presented to groups in a way which is user friendly for people with disabilities eg. By reading aloud, over head projector and describing diagrams.	2	Text is enlarged for pupils and made available individually where needed as well as on IWB etc. We use writing slants and equipment supplied from the VI service where needed.
Do you have facilities such as ICT to produce written information in different formats?	2	For the needs of our pupils computing systems and photocopiers suit our needs.
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	2	Staff are trained where needed depending on the children they teach.
Are the 'responsible body' aware of their duties and responsibilities under DDA?	1	Through discussion with SLT initially and then class teachers/staff.

Accessibility Plan – review from last cycle

Physical access	Obtain quotes to install automatic entrance, and quotes to install ramps. To enable the academy to make any reasonable adjustment if the need arises. We have a plan in place to get this work completed due to current need. November 2019
Curriculum access	Autism level 1 training to be organised for all staff. Visual Impairment training for staff involved with visually impaired child. Completed. SENDCo and LSA are also Tier 3 trained. Nov 19
Information access	Obtain quotes to ensure information is presented in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information for if it is required. VI team and RNIB have supported with individual pupil needs. Dual coding for visual presentation is being considered – see new recommendations. Nov 19

Accessibility Plan Key Recommendations November 2019

Physical access	Obtain quotes to install automatic entrance to enable the academy to ensure school is accessible to all.
Curriculum access	Review and implement specific interventions for SEND pupils based on research.
Information access	Obtain quotes to ensure information is presented in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information for if it is required.

Access Plan- Physical Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Obtain quote for access improvements Audit needs of pupil/parent with accessibility issues	To ascertain if the child/parent requires any adjustment	Reasonable adjustments will be made	Spring Term	SENDCo Business manager SLT	Meeting the needs of the pupils/parents with any reasonable adjustments
Medium term	The main entrance has a push pad to enable better accessibility for all	Automatic entrance door	Access to become totally accessible independently,	Spring term	SENDCo Business manager SLT Premises officer	Meeting the needs of the pupils/parents with any reasonable adjustments
Long term	Have good communications with the feeder schools to ensure we are aware of any potential accessibility issues	Meeting with Feeder school	School aware of potential issues to enable them to make reasonable adjustments	Spring Term	SENCO	Transition to school is seamless

Access Plan- Curriculum Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	SLT to review and discuss current interventions and next steps	Meeting	SLT and SENDCo aware of changes to be implemented	End of Autumn Term 2019	SENDCo SLT	Needs of all children are understood and specific interventions sought.
Medium term	Interventions are put into place and training given	Training	All staff aware of the interventions happening and support staff trained and confident in using	End of Spring Term 2020	SENDCo SLT	Children's needs are understood/planned for/met.

	where necessary		intervention.			
Long term	Interventions are monitored and reviewed for impact.	Review meeting	SLT and SENDCo are fully aware of the impact that specific interventions are having. Children are making accelerated progress.	Summer Term 2020	SENDCo SLT	SENDCo able to signpost teachers to specific interventions. Staff are aware on how to meet needs of individuals.

Access Plan- Information Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Design a universal symbolic language for our school	SLT to share thoughts and designs for key words	Symbols introduced for different aspects of school and curriculum.	Spring Term 2020	SLT	Language designed and used in new documents
Medium Term	Create a symbolic dictionary for whole school	DM to put together a dictionary of terms that is user friendly.	Dictionary completed with all symbolic language incorporated.	Summer Term 2020	DM	Symbols decided upon and written down in a whole school document.
Long term	To have a symbolic language embedded into teaching practice and communication	Symbolic dictionary shared with all staff through training	Symbols used within teaching and learning. Children are aware of the symbols.	Autumn 2020	DM/SLT	Universal symbolic language embedded and understood across whole school.

This review was completed November 2019

Next full review of Accessibility Plan – November 2022