

## **Accessibility Plan Autumn 2021 only**

Barlby Primary School's 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 listed as a statutory document.

### **Aims**

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

### **Barlby Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information that may be adapted, where necessary to:**

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school and 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- 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;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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.

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

- Health & Safety Policy
- Special Educational Needs and Disability Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy



### **Current Good Practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

### **Physical Environment**

Disabled pupils are able to access all 'whole school' areas e.g. lunch hall and assembly hall. Play space is accessible and children are able to attend breakfast and after-school clubs.

Some classrooms are on the first and second floor however, the school has a lift.

### **Curriculum**

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum may present particular challenges for individuals, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

### **Information**

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Within our ASD provision, we have a number of non-verbal pupils who access PECS (Picture Exchange Communication System) and Proloquo2go. Members of staff are trained in these communication devices.

### **Access Audit**

The entrance to the school is ramped. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between different parts of the building, we make reasonable adjustments as the need arises. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

A full regeneration of the school site is taking place between 2018 and 2022 so access may be impacted during this period.

### **Management, coordination and implementation and review**

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The SENCo works closely with the Local Authority to help manage admissions.



- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head Teacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

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