Accessibility Plan

BARNBY ROAD ACADEMY PRIMARY & NURSERY SCHOOL

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Accessibility Action Plan

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Accessibility Action Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governing Body is 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.

At Barnby Road Academy we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

• have significantly greater difficulty in learning than the majority of children of the same age; or

• have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

• are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Barnby Road Academy School Accessibility Plan - Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, Governors and parents/ carers	○ Ensure the school staff & Governors are aware of access issues ('access' meaning 'access to' and 'access from') ○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process if required ○ Ensure staff and Governors can access areas of school used for meetings ○ Use Widget symbols around school to help children's understanding and visual recognition.	As required	○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ○ All staff & Governors are confident that their needs are met. ○ Continuously monitored to ensure any new needs arising are met. ○ Parents have full access to all areas of school
Maintain safety for visually and hearing-impaired people	○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges if appropriate ○ Follow advice from School's and Family's support service (SFSS) for children with visual or hearing impairment and ensure this forms part of their provision ○ Check exterior lighting is working on a regular basis ○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate ○ Check flashing beacons that signal fire alarm activation regularly	As required	○ Visually impaired people feel safe in school grounds. ○ Deaf friendly training to be carried out with identified staff annually
Ensure there are enough fire exits around school that are suitable for people with a disability	○ Daily health and safety checks of the school and its surroundings. ○ Ensure staff are aware of need to keep fire exits clear	Daily	○ All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	○ Ensure all children with physical disabilities and those children with SEND can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).	As required	○ All physically disabled persons can be safely evacuated.

Accessible car parking	○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school ○ The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building	Ongoing	○ There is a place for disabled members of staff and visitors to park throughout the school day.

Barnby Road Academy Accessibility Plan – Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	○ Review SEND children's access to curriculum within class sessions. ○ Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. ○ Ongoing monitoring from SENCO. ○ Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions.	On-going	○ All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	○ Risk assessments to ensure that all children including children with physical disabilities can access trips. ○ Ensure venues and means of transport are vetted for suitability ○ Ensure staff are fully briefed with regards to children with SEND and adequate support is in place	On-going	All pupils are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	○ Ensure whole school events can be adapted to include all children ○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required	○ Disabled children feel able to participate equally in out of school activities.
Ensure all staff have specific training on disability issues	○ Identify training needs at regular meetings	On-going	○ Raised confidence of staff
Communication with Parents	○ Ensure parents have access to our SEN provision/SEN school offer currently on the school website.	On-going	○ Parent/school communication is strong

	○ Ensure parents meet and can contact SENCO at any time. ○ Parents meet regularly with SENCO to access further support and advice when required. ○ Ensure that the annual report to parents of SEND is accessible and informative for parents.		○ Parents confidently contact SENCO for support and advice.
Pupil Voice	○ Children are given opportunities to share their concerns, their views and their ideas. ○ Adaptations are made as needed.	On-going	○ Children voice is heard and acted upon.