



## **ACCESSIBILITY PLAN 2023**

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

### **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Principles**

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN information report.
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

### **Our setting at Barden Primary**

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- Our staff recognise their duty under the Equality Act

### **Increasing Access for disabled pupils to the school curriculum**

- This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

### **Improving access to the physical environment of the school**

- This includes improvements to the physical environment of the school and physical aids to access education including access to Barden Forest School.

### **Improving the delivery of written information to disabled pupils**

- This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks, the use of a Braille machine and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

### **Financial Planning and control**

The head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process

### **Contextual Information**

The majority of the school building and playground is accessible for a child in a wheelchair. Barden Primary has children with a limited range of disabilities which include Autistic Spectrum Disorder, severe food allergies, coeliac, hearing impairment, visually impaired and diabetes . When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We have children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices. All All medical information is collated and available to staff in the class profiles and the medical file. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

### **Successful Strategies already in place:**

**Increasing the extent to which disabled pupils can participate in the school curriculum**

- Agreed set of Non-Negotiables
- Regular curriculum reviews

	<ul style="list-style-type: none"> <li>• Individualised timetables</li> <li>• PLP in place</li> <li>• Increased staffing to allow smaller ratios</li> <li>• Range of Learning and Teaching strategies facilitated by high-quality ICT</li> <li>• Information and training for staff (SEN department + outside agencies)</li> </ul>
<b>Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services</b>	<ul style="list-style-type: none"> <li>• Wide doorways in all classrooms</li> <li>• Flat access to all doors</li> <li>• Wide corridors</li> <li>• Handrails in key areas around the school (more than 2 steps)</li> <li>• Clear direction around site + disabled bays</li> </ul>
<b>Improving the availability of accessible information to disabled pupils.</b>	<ul style="list-style-type: none"> <li>• Making written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events.</li> <li>• The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.</li> <li>• The website has a range of tools available to make it accessible for parents to read.</li> <li>• The ICT infrastructure enables us to access a range of materials supportive to need.</li> </ul>

## PRIORITY 1

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<b>Increasing the extent to which disabled pupils can participate in the school curriculum</b>				
<b>1a) Ensure SEND needs are identified as early as possible with new starters, liaising with feeder nurseries and schools as necessary.</b>	SENCO, The Nest Lead and EYFS	N/A	<p>Before the pupil starts at Barden Primary School.</p> <p>For incoming EYFS cohorts – Spring/Summer term before start</p>	SEND needs for new starters and Reception pupils are identified as early as possible using transition documents, baseline assessment and liaison with feeder schools/nurseries.

<b>1b) Training for teachers on differentiating the curriculum – specific to the needs of any disabled pupils – ensuring staff are aware of the different aspects to disabilities.</b>	SENCO, The Nest Lead, Subject Leads	CPD budget  Allocated staff training time	In line with the allocated priorities in the School Improvement Plan.	Teachers are more able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.
<b>1c) All out of school activities planned to ensure participation of all pupils, clubs, trips, residential visits.</b>	Visit Lead  SENCO  Educational Activities Co-ordinator	NA	At least three weeks before the trip takes place (reviewed just before the trip)	All out of school activities conducted in an inclusive and accessible environment ensuring compliance with legislation.  All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.
<b>1d) Classrooms are organised to promote participation and independence of all pupils.</b>	Class Teacher  SENCO (Occupational Therapists)	SEN Budget  Some costs covered by local authority	Classroom reviewed at least every half term in line with the needs of the pupils (ongoing monitoring of needs)	Lessons start without the need to make adjustments to accommodate needs of individual pupils.
<b>1e) Training for awareness raising of disability issues.</b>	SENCO	CPD budget Training also delivered by SLT and SENCO	In line with the allocated priorities in the School Improvement Plan	Whole school community are aware of issues that can arise for pupils with a disability and can respond promptly to these.
<b>1f) Ensure supervision for pupils with disability is suitable and EHC Plans are drawn up to highlight provision requirement</b>	SENCO/SLT	Staff are allocated in line with the requirements in the EHCP  These allocated staff members receive appropriate training (such as Moving and Handling training).	Staffing is reviewed and allocated in preparation for the following year (around March each year).  When new EHCPs are obtained, supervision is allocated appropriately as quickly as possible (staffing	Pupils with disabilities are well supported through EHC Plans and suitable supervision

			review may be required and/or recruitment needed to allocate the correct supervision).	
1g) To meet the needs of individuals during statutory end of KS2 tests.	SENCO/Assessment Lead	NA	Annually	<p>Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</p> <p>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.</p>

## PRIORITY 2

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<b>Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services</b>				
<b>2a) Ensure that parents of pupils requiring access via the disabled parking zone are allowed access daily. Access to the disabled parking zone is limited due to an increased demand for spaces as a result of our location on a shared campus with a special school. Therefore, access is allocated on priority basis. If a place cannot be allocated, alternative arrangements will be considered.</b>	HT	N/A	Access applications are assessed, and a decision made within two weeks of receiving the request.	<p>Disabled car parking places available close to our school entrance for disability usage.</p> <p>If places cannot be made available due to the increased demand on Burnley Campus, alternative arrangements will be investigated.</p>

<p><b>2b) Ensure access arrangements throughout the school are clear and fit for purpose to support mobility for all.</b></p>	SLT/H&S Lead	N/A	<p>All access arrangements for pupils are assessed on a half termly basis or if the needs of a pupil or changes.</p>	<p>All areas of school are accessible</p> <p>Lift access in the sixth form building to access upper floors (The Hive, The Rainbow Room)</p> <p>Disabled toilet allows access for users.</p> <p>Flat entrance for all doors accessed by pupils and staff.</p> <p>Wide doors throughout the school are used for wheelchair access if necessary</p> <p>Clear routes through school for access</p>
<p><b>2c) Ensure the school has provision for pupils with disabilities – this includes physical, sensory and mental health related disabilities.</b></p>	SENCO	<p>Premises Budget</p> <p>SEND budget</p>	<p>Individual Learning Plans identify the needs of pupils. These are reviewed half termly.</p>	<p>All pupils with a disability receive a personalised provision plan that enables them to fully access the curriculum and school life</p>
<p><b>2d) Ensure that all disabled people can be safely evacuated.</b></p> <p><b>Ensure there is a personal emergency evacuation plan for all disabled pupils.</b></p> <p><b>Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information.</b></p>	SENCO/H&S Lead	NA	<p>Personal emergency evacuation plan updated every July for children already at the school</p> <p>Personal emergency evacuation plan completed September for new starters</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p> <p>Personal Emergency Evacuation Plans are in place for all who require them.</p>

### **PRIORITY 3**

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<b>Improving the availability of accessible information to disabled pupils.</b>				
3a) Make available, newsletter and other written information for parents in alternative formats if necessary. Ensure the resources are adapted if there is a need for pupils.	VR /CC	N/A	On-going	All school information available for all. Font size, symbols, page layout etc. will be altered as necessary.
3b) PSHE Curriculum and school assemblies enhanced to identify opportunities to teach about disability and inclusion	SENCO	Curriculum Budget	PSHE overview identifies when these themes are addressed.	Pupils have taken part in learning opportunities whereby they can learn about disability and how to support others and not discriminate.
3c) Ensure pupils who have autism and ASD have equal access to the curriculum (see successful practice above)	SENCO	SEND Budget	ILPs reviewed termly.	Pupils who have autism and ASD are able to access language through some form
3d) Educational resources, including modified exam papers are suitable for pupils with disabilities. Alternatives are sourced if and when required.	SENCO/Class Teachers/Assessment Lead	SEND budget	As and when required	All pupils have equal access to educational resources  Staff follow advice from professionals with regards to provision of materials.
3e) To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Class Teachers/SLT	NA	Termly	Staff to hold parents' evenings by phone or send home written information.  Parents are informed of children's progress.