



Accessibility Plan

“If you have faith as small as a mustard seed, nothing will be impossible to you.” (Matthew, 17:20)

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 2 years

Reviewed by A Clark 04/02/2024

Reviewed by Governors: A Moonesinghe 07/03/2024

Next review date: Spring 2026

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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.

St Bartholomew's C of E Primary School - principles and values that relate to equality and inclusion:

STATEMENT OF PURPOSE - **Our Mission**

“To provide a high quality, nurturing and inclusive learning environment which promotes and celebrates high standards of progress and attainment in academic, sporting and creative learning as well as making a positive difference to everyone’s mental health and well-being.”

Equality Policy (updated, Nov 2023)

- We recognize difference - our policies, procedures and activities must not discriminate:

- Incl disability; so that reasonable adjustments are made.

- We aim to reduce and remove inequalities and barriers that already exist

We take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between: - disabled and non-disabled people

- We consult and involve widely

SEND policy - key objectives:

- We will respond to our learners in a variety of ways, taking account of their needs and life experiences;
- We will use our best endeavors to meet individual children’s SEND requirements;

- We are committed to identifying a pupil's Special Educational Need at the earliest point and then making effective provision in order to close gaps in their learning and help them to achieve their potential

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.

Leicestershire County Council – Inclusion:

We are committed to the principles of inclusion in education, advocating the rights of children and young people to access high quality education in settings within their own communities whenever possible.

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 considered a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

3. Action plan – latest update, January 2024

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> ▪ Our school offers a differentiated curriculum for all pupils ▪ We use resources tailored to the needs of pupils who require support to access the curriculum ▪ Curriculum progress is tracked for all pupils, including those with a disability ▪ Targets are set effectively and are appropriate for pupils with additional needs ▪ The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>[short-medium term]</p> <p>Develop the setting and enhance classroom environments to support dyslexia-friendly provision and practice.</p>	<p>Staff INSET organised;</p> <ul style="list-style-type: none"> - subsequent reasonable adjustments made 	<p>HT, SENDCo</p>	<p>Spring 2024</p> <p>Summer 2024</p>	<p>Dyslexia friendly adjustments made</p> <p>Pupil feedback incl benefits of enhanced provision</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils, staff and parents/ carers as required. This includes:</p> <ul style="list-style-type: none"> - Ramps - An elevator - Corridor width - Disabled parking bays - Disabled toilets and changing facilities 	<p>[long-term]</p> <p>Library books shelved at wheelchair/ accessible height.</p> <p>School will support members of staff to seek support through 'Access to work' scheme, as necessary</p>	<p>Books stored above a 'reachable' height are recorded photographically to enable a virtual 'browse'</p> <p>Make staff team aware, as part of the accessibility plan, of the 'access to work' scheme</p>	<p>HT, HSSS committee, A Cherry</p>	<p>Spring '25</p>	<p>The full range of library books is available to browse</p> <p>Adjustments and/or adaptations made in order to maintain a staff member(s) in work</p>
Build and support children's acceptance of difference within a community	<p>CARES code embedded - reference made consistently to values, i.e. as part of collective worship, restorative conversations</p>	<p>[medium-term]</p> <p>Curriculum resources include examples of people with disabilities, e.g. in science</p>	<p>Review significant figures and key texts in school;</p> <p>Everyone's Welcome approach introduced;</p> <p>Organise wheelchair sport opportunity - to introduce disabled people as positive role models</p>	<p>HT and teaching team</p> <p>V Indcox (teacher), A Clark (HT), J Hall (Governor)</p> <p>A Clark; T Wright (PE Lead)</p>	<p>Spring '25</p> <p>Summer '24</p> <p>Autumn '24</p>	<p>Positive examples (and images) of people with disabilities incorporated in planning and supporting resources, incl shared texts and video</p> <p>Children experience example of functioning/ taking part/ performing with a disability</p>

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<p>Ensure the delivery of information to pupils with a disability is effective/ aids their access to school life and learning</p>	<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 - Braille - Listening aids/ Assistive listening devices (ALD) - Pictorial or symbolic representations 	<p>[long-term] Curriculum and school information accessible</p>	<p>Necessary reasonable adjustments are considered/ reviewed and actioned on a individual 'needs-assessed' basis</p> <p>Fulfil 'hearing' and 'visual' Impairment assessment</p>	<p>SENDCo, HT</p> <p>SENDCo, HI and VI Team</p> <p>Local Authority – to highlight areas of need, actions and suggestions</p>	<p>Ongoing</p>	<p>Subsequent use of comprehensive doc providing advice and up-to-date info.</p>

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be monitored by the 'Health, site, safety and safeguarding' (HSSS) committee and reviewed as per school's 'policy update' cycle, by a member of SLT.

Reviewing and Revising the Action Plan

As part of the review of the Plan, we will revisit the information that was used to identify the priorities and re-examine the information to assess whether the actions that the school has taken have positively affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the Plan will inform its revision. There will be ongoing two-way communication with all of the schools disabled stakeholders and SEND networks to identify best practice and implement revisions and improvement to our plan, with the aim of continuously improving the opportunities and integration of our disabled pupils, staff and other stakeholders.

Practices assessed will include: • Recruitment practices • Teaching approaches • Classroom routines • Registration routines • Homework • Office routines • Communication with staff • Communication with parents/carers • PE • Differentiation of the curriculum • Access to equipment • Bullying • Behaviour • Transition

The Headteacher and SENDCo will be responsible for initiating the review of this Plan. It will be approved by a governor/ member of the HSSS committee

5. Links with other school guidance and frameworks

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Medication and Management of, Guidance