



## Barn Croft Accessibility Plan

### 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

As an inclusive school we work hard to meet the needs of all our children. Our school environment is continually assessed to ensure that our children can freely learn, with enjoyment, knowing that they are safe.

Target	Strategy	Impact	Timeframe	Achievement
Curriculum materials/resources to be accessible to all pupils through modification.	Identify children who need modifications to the curriculum and monitor their access.  Staff training throughout the academic year to keep pace with ever changing needs of children.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Children will be able to access the curriculum and develop a level of independence.	Ongoing and reviewed as part of termly pupil progress meetings & weekly Senior Leader/Inclusion team meetings	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure the participation of all our pupils.	Review all out of school provision to ensure compliance with legislation. Carry	All out-of-school activities will be conducted in an inclusive environment.	Ongoing	Increase in access to all school activities for all disabled pupils. Staff have a better

Remote learning – in the event of school closures again which means remote learning is needed, this plan will be updated.	out risk assessments where necessary. Provide safeguarding training.	Providers comply with all current and future legislative requirements and are equipped to support our children. Children continue their learning and enjoyment in a safe environment.		understanding of the needs of our children and how best to support them. Staff are clear on safeguarding procedures and know who their point of contact is, should a need arise.
Classrooms are organised to allow easy access to resources and unhindered movement for disabled pupils.	Continually review classroom layouts to ensure that furniture and equipment is easily accessible, to support the learning process in class. If and when necessary, a class will remain or move to a bigger classroom to ensure a pupil can easily access everything.	Children are able to move around their classroom accessing resources enabling them to be more independent and inclusive.	Ongoing	Increase in access to the curriculum and independence.
Children will have alternative spaces to work/calm down	Sensory room to cater for the needs of children with sensory integration needs. Nurture provision space for children requiring a bespoke curriculum or engagement model curriculum. Communicate to children and	Children will be able to meet their sensory needs in a safe environment. Children will be able to independently access alternative spaces to work in or to self-regulate.	Sensory Room created at end of Spring Term 2020. Other spaces are designated and created around the building according to the needs of the children at any given time.	Children will be able to independently self-regulate and participate in their learning. Children will be able to continue their learning in an area more suited to their need at that point in time. Sensory room and other spaces clearly sign-posted.

	staff where designated work/self-regulating spaces are, and how they are to be used.			
Increase awareness of various disabilities e.g. physical, hearing, visual, ASD	<p>Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.</p> <p>Listening champion in place to help support children with hearing impairment.</p> <p>ASD training for staff held regularly. Training in a variety of areas e.g. ASD, ADHD, Down Syndrome, Hearing Impairment is ongoing throughout the year.</p>	<p>Whole school community will be more aware of issues relating to access. This will better inform future decisions.</p> <p>All children will be able to access the curriculum in a safe environment.</p>	Ongoing training	<p>Whole school community has a good understanding of what an inclusive school community looks like and how they can better support/contribute to our school ethos.</p>
Review documentation with a view of ensuring accessibility for pupils with visual/hearing impairment	<p>Get advice from Hearing and Visual Impairment Unit on alternative formats and use of IT software to produce customized materials.</p> <p><u>Sound system now installed in a classroom and school hall</u></p>	All school information available in different formats	Ongoing	<p>The experience of school life for pupils with sensory needs, including visual &amp; auditory, will improve.</p>
Children with medical needs	Advice and information is sought from	Facilities are put in place to ensure secure	Ongoing	Increase in access to the curriculum and independence.

	<p>parents and Medical professionals to ensure that children are safe and cared for whilst at school. Staff receive appropriate training in a timely manner. Supporting Pupils With medical Needs Policy reviewed and updated annually.</p>	<p>accessible storage of medicines. Children develop independence in managing their needs and know who to call if support is required. Staff are well informed and enabled to assist children.</p>		<p>Children are able to say how they feel and know who to call on for assistance.</p> <p>Staff (including kitchen and midday staff) know key children and monitor their intake – raising concerns with key staff and SLT when they occur.</p>
<p>Our school to be accessible to all people with physical disabilities.</p>	<p>Assess any possible barriers to access. Carry out risk assessments where necessary. Provide accessibility aids or adjustments where necessary.</p>	<p>Children, staff, parents etc. are able to move around the school safely.</p>	<p>Ongoing.</p>	<p>Our school building is accessible to children with physical disabilities. The main school building housing the majority of the school and nursery are on one level. The Year 5 and Year 6 classes, which are in a porta-cabin, are accessible via a ramp.</p> <p>There are 3 Accessible toilets in the building which are large enough for wheelchair access and one which has nappy changing facilities and a shower.</p>

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Accessibility Plan updated September 2023

To be reviewed annually. Next Review Date is September 2024