

# Barlows Primary School

## Access Plan 2016-2019

Barlows Primary School



*"To Give of our Best"*

# 2017-2018

Reviewed and updated: 11 April 2017  
Approved by Governing Body: To be approved 22 May 2017

*"To give of our best, to work together, to value everyone and learn for life."*

National Teaching School  
designated by  
National College for  
Teaching & Leadership



North Liverpool  
Teaching School Partnership



Eco-Schools



Apple Regional Training Centre

## Barlows Primary School - Accessibility Plan 2016-2019

### Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 of the DfE's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Barlows Primary School the Plan will be monitored by the Senior Leadership Team and evaluated by the relevant Governors' committee.

At Barlows Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment locally and globally.

- 1) Barlows Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Barlows Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless for their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Barlows Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Action Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school activities, leisure and cultural activities or school visits- it also covers the provision of specialist or auxiliary aides and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving and maintaining 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

- Behaviour Management Policy
- Equal Opportunities Policy
- Equality Action Plan
- Health and safety Policy
- School Prospectus
- School Improvement and development Plan

- Special Educational Needs and Disabilities Policy

- 6) The Accessibility Plan for Physical accessibility relates to the Access Audit of the school, which was undertaken by MGL. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forwards into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 7) The school will work in partnership with the Local Authority in developing and implementing this plan and will adopt in principle the 'LA Accessibility Strategy, Access to Learning'.
- 8) The Accessibility Plan will be published on the school website.
- 9) The Accessibility Plan will be monitored annually by the Governing Body.

<b>Removing Barriers</b>	<b>Other Refs.</b>	<b>Priority</b>
<b>Environmental Access</b> <i>Furniture - height, positioning, adjustable</i> <i>Mobility- around rooms, through doorways</i> <i>Lighting &amp; visual</i> <i>Acoustics - i.e. room acoustics, loop induction</i>		<b>Short-Med</b>
<b>Physical Access to buildings and areas</b> <i>Signs</i> <i>Routes</i> <i>Access outside areas</i> <i>Facilitation of Independent Access to rooms and facilities</i>	<i>Schools Access Initiative funds through LA</i>	<b>Short-Med</b>
<b>Curriculum</b> <i>Overcoming barriers in the curriculum</i> <i>Differentiation - time, support, materials, content, resources</i> <i>Timetabling &amp; routines</i> <i>Assessment of SEN</i> <i>Resources - Staffing LSA's, materials for curriculum support</i> <i>ICT &amp; communications strategies</i> <i>Teacher &amp; Support staff training</i>	<i>Teaching &amp; Learning, All Curriculum, SEN &amp; ICT and Training Policies.</i>	<b>Med</b>
<b>Organisation, Training &amp; expectations - Staff training and practise in:</b> <i>Disabilities Awareness &amp; Behaviour management issues</i> <i>Overcoming discrimination</i> <i>Inclusive communication</i> <i>inclusive teaching styles, grouping of pupils</i> <i>Sharing expertise and insight</i>	<i>Inclusion, SEN &amp; Equal Opportunities Policies, CPD.</i>	<b>Short</b>
<b>Communications</b> <i>Written communications in alternative formats</i> <i>Alternative or Augmentative Communications- Braille, symbols, signing, pictures</i> <i>Communication Policy</i>	<i>Communication Policy</i>	<b>Med-Long</b>

ENVIRONMENTAL	Anticipated (a) or Statutory(s) Need	Actions	Responsible	Date
<i>Space - quiet area / sensory area</i>	To provide a space that can be used for time-out, sensory activities, relaxing	To further promote the use of the multi sensory room available in the Children's Centre. To facilitate opportunities for sensory activities in class 1 (Assessment Centre)	J.Taylor S.Feenan L.Campbell C.Bakstad S.Evans R.Daye	ongoing
<i>Furniture &amp; Seating - height, positioning, adjustability</i>	pupils can access desks & worktops rooms have suitable seating or space for their own seating Furniture and equipment is accessible	<ul style="list-style-type: none"> <li>If there is a current or anticipated need for height adjustable furniture explore purchase options.</li> <li>Order furniture as required.</li> </ul>	J.Taylor S.Feenan C.Bakstad S.Evans R.Daye	AN
<i>Mobility- around rooms, through doorways</i>	Should be able to move around furniture (especially in evacuation procedures) Width of doorways should allow for wheelchair and Walking frame	<ul style="list-style-type: none"> <li>Forward plan for rearranging layout of furniture &amp; available space to allow wheelchair &amp; walking frame users to manoeuvre effectively.</li> <li>Ensure staff keep all through areas, access to equipment such as computers etc clear at all times.</li> <li>Regularly check that corridors and access to equipment is clear throughout the whole school.</li> </ul>	J.Taylor S.Feenan C.Bakstad S.Evans R.Daye All staff	AN ongoing
<i>Lighting &amp; visual</i>	Ensure Adequate lighting in all rooms and areas	<ul style="list-style-type: none"> <li>Continue to fit classrooms with black out blinds</li> <li>Some classrooms still require blackout blinds. (Rolling Program)</li> </ul>	J.Taylor S.Feenan C.Bakstad R.Daye S.Evans	On going
<i>Acoustics - i.e. room acoustics, loop induction,</i>	Check rooms for poor acoustics & plan for adjustments to facilitate hearing Loop-induction for hearing aids	<ul style="list-style-type: none"> <li>Ensure pupils with hearing impairment sit near to speaking adult.</li> <li>Speaking adult faces HI pupil whenever possible &amp; pupils sit close to adult.</li> <li>Ensure Portable Loop system is available and that staff know how to obtain it when needed.</li> <li>Test system regularly to ensure it is in working order.</li> <li>Ensure that relevant adults wear appropriate auditory equipment and that it is in good working order when working with HI pupil.</li> <li>Liaise with Advisory Teacher of the Deaf.</li> </ul>	J.Taylor S.Feenan C.Bakstad S.Evans R.Daye	AN
<i>Egress and Exit Strategies in place.</i>	Put in place a strategy for enabling pupils with mobility issues or aids to enter/exit rooms and areas efficiently.	<ul style="list-style-type: none"> <li>Ensure pupil evacuation plan, is practised regularly and that all signage is clear and adequate in number and location</li> </ul>	J.Taylor C.Bakstad All Staff	On going

<i>Outdoor environment</i>	Develop the out door grounds to create an inclusive out door learning environment in which children feel safe and can explore.	<ul style="list-style-type: none"> <li>Develop the out door grounds to develop an inclusive environment that offers multi sensory equipment. An outdoor environment with many additional areas that can be accessed by all pupils who attend Barlows. To further promote the use of these areas in curriculum time at Barlows and Croxteth sites.</li> </ul>	J.Taylor S.Feenan All Staff	On going in phases
----------------------------	--	--	-----------------------------------	--------------------

<b>PHYSICAL ACCESS TO BUILDINGS</b>	<b>Anticipated &amp; Statutory Needs</b>	<b>Actions</b>	<b>Responsible</b>	<b>Date</b>
<i>Signs</i>	Signs must be clear and visible, including tactile Signs must be understood by the user inc Dyslexic and VI. Rooms must be identifiable	<ul style="list-style-type: none"> <li>Need to replace damaged signs, up keep of signage on doors</li> <li></li> </ul>	J.Taylor S.Feenan R.Daye	On going
<i>Routes</i>	Make sure that corridors, stairs are safe and can be recognised. Provide visual resources to help users find their way around	<ul style="list-style-type: none"> <li>Monitor need for Visual enhancement of routes such as; white strips &amp; tactile patches on stair treads i.e. raised bumps, both inside and on outside routes.</li> <li>On identifying need, contact supplier, obtain costs and timescale.</li> </ul>	J Taylor S.Feenan R.Daye	on going
<i>Access outside areas</i>	Accessible entrances Clearly demarcated boundaries Safe play equipment and flooring Sensory Garden	<ul style="list-style-type: none"> <li>Display notices to all staff to keep doorways &amp; thoroughfares clear at all times, especially in Corridors along side classrooms.</li> <li>Ensure no parking in Disabled bays unless authorised</li> <li>Consider Painting outside Kerbs with White lines.</li> </ul>	J.Taylor S.Feenan C.Bakstad R.Daye	ongoing
<i>Facilitation of Independent Access to rooms and facilities</i>	Door handles and door release buttons at user accessible height Uncluttered access to lifts & in corridors Seating arrangements in class areas Height of telephones, buzzers	<ul style="list-style-type: none"> <li>Contact Hochtief to request Relocation of external Intercom, &amp; to add a lowered intercom for wheel chair height add camera</li> </ul>	J Taylor S.Feenan V.Wright	

CURRICULUM - OVERCOMING BARRIERS IN THE CURRICULUM	Anticipated & Statutory Need	Actions	Responsible	Date
<i>Differentiation - time, support, materials, content, resources</i>	Curriculum Content developed for appropriate levels Adaptive equipment available i.e. scissors, ICT for recording Support staff available to facilitate group or 1-1 work Time allowances Flexible pace of lesson and outcomes Symbol / picture / simpler language support for worksheets and visual resources Social Integration	Pupil Planning: <ul style="list-style-type: none"> <li>• Prior to and on entry of a pupil to school: meet with parents to discuss any concerns relating to SEN, medical needs, behaviour and physical needs etc.</li> <li>• Identify support for Physical, learning, medical or care needs on appropriate forms- concern sheet, medical care plan etc.</li> <li>• Apply for top up-funding for support needs when appropriate.</li> <li>• Create pupil timetable with allowances for physical therapy needs / learn supp / external supp needs if appropriate.</li> <li>• Apply for funding for equipment which is in excess of school budgetary allowances.</li> <li>• Lesson planning to demonstrate appropriate differentiation for pupils (time, pace, resources, outcome)</li> <li>• Produce worksheets in simple language, layout, picture support</li> <li>• Staff produce Notes &amp; information for pupils who have note-taking / recording difficulties when appropriate.</li> <li>• Transition to Year 6- sharing of information with secondary school.</li> </ul>	J Taylor S.Feenan C.Bakstad S.Evans R.Daye All staff	ongoing
<i>Timetabling &amp; routines</i>	Adapted timetable Visual timetable to aid understanding Provision for Assisted Break or meal times Medication Protocols	<ul style="list-style-type: none"> <li>• Redesign timetable where needed to allow flexible pace, supported learning &amp; needs.</li> <li>• Roll out use of visual timetable programmes to staff in the mainstream. (e.g. Board maker or Writing with Symbols.)</li> <li>• Create visual timetables to be displayed in each class where appropriate.</li> <li>• Identify need for assisted meal / break time provision and allocate staff.</li> <li>• Review &amp; monitor Medication protocols regularly &amp; agree procedures for administering medication.</li> <li>• Train identified staff on medicine as required.</li> </ul>	J Taylor S.Feenan C.Bakstad S.Evans R.Daye  All staff	ongoing
<i>Assessment methods</i>	Early Identification of SEN Assessment resources to support assessment. Alternative to written assessments Provision for using ICT / VOCA to facilitate assessment	<ul style="list-style-type: none"> <li>• Provide support as needed for SENCO and school staff in recognising potential signs of SEN, e.g., in using observational checklists as a discussion about the child and their learning &amp; interactions in school activities</li> <li>• Put in place support arrangements for obtaining extra time / adapted materials if req. for SATS and other internal examinations.</li> <li>• Ensure appropriate ICT and communication strategy &amp; resources is available for pupil/s to record and communicate answers.</li> <li>• Ensure intervention groups are established regularly reviewed to ensure that all pupils receive appropriate interventions e.g. Year 1 Phonics.</li> </ul>	J Taylor S.Feenan C.Bakstad S.Evans R.Daye  All staff	ongoing



<i>Resources &amp; equipment</i>	Risk Assessment on Current equipment Provision of Accessible equipment for pupils Phys Diff.	<ul style="list-style-type: none"> <li>• Conduct risk assessment for pupil use of equipment.</li> <li>• Risk assessment for Moving and Handling and transferring of pupil where this is an issue: <ul style="list-style-type: none"> <li>○ Write physical management plan for pupil</li> <li>○ Apply for equipment e.g. hoist, seat transfer</li> </ul> </li> <li>• Contact SENISS/ Physiotherapy / Occ. Therapy for advice where equipment is needed for a pupil.</li> </ul> <ul style="list-style-type: none"> <li>• Risk assessments for pupils likely to Abscond to be written</li> <li>• Monitor existing risk assessments regularly.</li> </ul>	J Taylor S.Fennan R.Day  All staff	
<i>ICT &amp; communications strategies - see also section on Communication in this plan.*</i>	ICT Accessibility AUDIT Identifying pupil needs for Recording & Curriculum Access Provision of resources to enable Access Provision of Accessibility Software	<ul style="list-style-type: none"> <li>• Monitor the needs of pupils for access to technology resources &amp; refer for assessment or advice to MGL if unsure</li> <li>• Purchase relevant software and hardware to support individual needs such as key boards with larger keys. Review software provision to ensure it caters for current sch. Pupils inc SEN.</li> <li>• In the ICT Development plan, Identify the need to purchase peripherals and software to support SEN pupils with physical needs or Specific learning difficulties as they prepare to enter and Move up the school.</li> <li>• Develop ways of communicating to parents via text messages.</li> <li>• Purchase i pads to facilitate individual and portable access to alternative communication e.g. PECS.</li> </ul>	J Taylor S.Feenan C.Bakstad S.Evans R.Day  All staff	Ongoing
<i>After School Activities</i>	Data base of children to record types of clubs available and the children who access them.	<ul style="list-style-type: none"> <li>• To continue to provide a wide variety of after school clubs including sport, drama and academic.</li> <li>• To continue to monitor the children who access the clubs to ensure all groups have equal access.</li> <li>• To develop appropriate extra-curricular opportunities and experiences for pupils with complex needs.</li> </ul>	J Taylor S.Feenan C Bakstad L.Howath All staff	On going
<i>Morning Club and After School Club</i>	Morning and after school club provision available to families who	<ul style="list-style-type: none"> <li>• To continue to provide an excellent service to families who require child care provision before and after school.</li> </ul>	J Taylor S.Feenan J.Gardener	

	require child care provision before and after school.	<ul style="list-style-type: none"> <li>To continue to monitor and improve the service.</li> </ul>	Staff who work in both clubs.	
--	---	---	-------------------------------	--

Organisation, training systems, Expectations	Anticipated & Statutory Need	Actions	Responsible	Date
<i>Management and Organisation</i>		<p>SMT to:</p> <ul style="list-style-type: none"> <li>Continue to collaborate on a continued plan of working together as one staff, including Governors, SMT, teachers, LSAs, LSOs support workers and pupils. Make links with staff at the Children's Centre.</li> <li>Identify and plan training sessions where staffs awareness of specific areas of SEN are limited for example ADHD or Aspergers</li> </ul>	J. Taylor S.Feenan C.Bakstad	ongoing
<i>Teacher &amp; Support staff training inc In-house training</i>	<p>Rolling CPD Programme for All staff relating to the following areas: All staff aware of pupil's disability in relation to : learning; communication; behaviour; effect of Medication Parental support</p>	<p>Formalise and expand on the current practises e.g. teacher secondment and staff training sessions and supporting colleagues:</p> <ul style="list-style-type: none"> <li>An Audit of staff skills and understanding of SEN.</li> <li>Developing an Action File form that records essential information about learning, social &amp; communication and that includes child's strengths and weaknesses.</li> <li>According to pupil population and needs, set up training programmes as part of the CPD, for example ADHD, Dyslexia and medical needs including teaching assistants / support staff etc:</li> <li>Prioritise staff training for those who have most teaching / pastoral/ care involvement.</li> <li>Plan transfer meetings between year groups and phases in preparation for pupil moving classes, joining After School Clubs including transfer to Secondary Education. SENCO and Teacher responsible for secondary transfer to attend all relevant meetings and forward relevant information.</li> </ul>	J. Taylor S.Feenan C.Bakstad S.Evans L.Knibb All teachers LSAs LSOs	April 2012 ongoing
<i>Overcoming discrimination</i>	Include pupils in all subjects including PE & swimming.	<p>Staff workshops arranged providing opportunity staff in both schools to:</p> <ul style="list-style-type: none"> <li>Recognise discriminatory practises and attitudes</li> <li>Be aware of Strategies for including pupils in PE, swimming</li> </ul>	J. Taylor L.Knibb All teachers LSAs LSOs	April 2012

	Ensure activities (including residential) are accessible to all pupils	<ul style="list-style-type: none"> <li>Gain a shared understanding of social communication disorders and their impact on behaviour management approaches, learning and social interaction.</li> <li>Review the risk assessment forms for visits to meet needs of pupils as they change.</li> <li>Include risk assessment for absconding pupils for school and on visits.</li> <li>Seek advice from specialist coaches to further develop learning opportunities.</li> </ul>		ongoing
<i>Inclusive communication</i>	Communication resources identified for pupils Purchase of resources Staff learn use relevant range of communication strategies and resources	<ul style="list-style-type: none"> <li>Have communication resources available, e.g. software such as Writing with symbols, communication flip books, the Derbyshire Language Scheme, PECS, app on the i pads which can support communication.</li> <li>Make use of SLT and other specialist support provision such as has been used e.g. Knotty Ash School for deaf where applicable.</li> <li>Work with SENISS and specialist teacher to support children with moderate learning needs.</li> <li>Call on the expertise of other agencies such as speech language and communication, Occupational Therapy where appropriate.</li> <li>Liaise with the C.A.A.T team regarding specialist assessment of pupils requiring technology to support communication skills.</li> </ul>	J. Taylor S.Feenan C.Bakstad S.Evans	Ongoing
<i>Developing inclusive teaching practises</i>	Includes training, setting up of visual resources, incorporating such into teaching materials and sessions.	<ul style="list-style-type: none"> <li>Set up Visual timetables classrooms where appropriate.</li> <li>Learn how to produce work sheets and resources using communication symbols etc</li> <li>Share expertise within phases. Seek expertise from other schools within the authority through Assistant Head teachers links.</li> <li>Set up Interactive White Boards and provide training.</li> </ul>	J. Taylor S.Feenan C.Bakstad S.Evans R Daye	ongoing

Accessibility Focus <b>COMMUNICATIONS</b>	Anticipated & Statutory Need	Actions	Responsible	Date
<i>Producing Written communications in alternative formats</i>	School Information for parents and prospective parents to be available in	<ul style="list-style-type: none"> <li>Obtain RNIB guidance on producing documentation in large print format. From <a href="http://www.rnib.org.uk">www.rnib.org.uk</a> available in hard copy &amp; CD format.</li> <li>Contact LA and establish service providers' details for Braille and Language</li> </ul>	J.Taylor S.Feenan C.Bakstad S.Evans	Ongoing

	alternative formats on request.	<p>translation.</p> <ul style="list-style-type: none"> <li>• Establish cost of printing services for production of Documents on alternative formats.</li> <li>• Review at every intake of pupils whether Braille or translated documents need to be produced.</li> <li>• Understand the use of text messaging to support</li> </ul>		
<i>Communications training</i>	Staffs receive training in the method of communication used by the pupil, eg. Makaton, or the use of symbols e.g. PECS	<ul style="list-style-type: none"> <li>• Identify Key &amp; secondary staff for training priorities - including lunch/play supervisors.</li> <li>• Set up training from Signing Support services on a rolling programme.</li> <li>• Obtain training support for Communication software and resources - MGL SEN consultants are able to assist with this.</li> <li>• Facilitate language groups to support pupils with particular areas of need e.g. Attention and Listening, Social use of Language or Development of speech sounds</li> </ul>	J.Taylor C.Bakstad S.Evans	ongoing