



# **BARLOWS PRIMARY SCHOOL**

## **Accessibility Plan 2019 – 2022**

Committee with oversight for this policy	Curriculum Committee
Policy to be approved by the Curriculum Committee	
Policy last reviewed by the Curriculum Committee	
Policy last ratified and adopted by the Curriculum Committee	July 2019
Policy / Document due for review	Summer 2022

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## **Schools' Planning Duty**

### **Rationale**

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse.

This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. The plan is to be reviewed and updated at least every three years.

At Barlows Primary School we are committed to establishing equality for all pupils, their parents, carers, staff and other users of the school.

In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

As stated above, Barlows Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- 1) Special Educational Needs
- 2) Equal Opportunities
- 3) The Liverpool Special Educational Needs Local Offer
- 4) Health & Safety Policy

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Barlows has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Ealing SEND team, outreach services, health professionals, Occupational Therapy, Speech and Language Therapy and Educational Psychology Service, the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Advisory Teacher for Visual Impairment
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- Counsellors
- GPs and paediatricians
- School Nurse Team

The school's governors, teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Specific medical conditions including asthma, eczema, diabetes
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Physiotherapy
- Occupational therapy

### Access to the Curriculum

Priority	Lead People	Strategy Action	Resources	Achieve by	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meeting	Ongoing	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Teachers knowledge of in class interventions and support for particular pupils to develop	SENDCo EP SALT OT	Key workshops throughout the year for staff to attend which teach specific strategies targeting specific difficulties children face	Supply cover External Professionals buy in	Jan 2020	Increasingly children with difficulties will have their needs met within class and by a trained teacher
Pre-teaching and re-teaching of key objectives and themes	SENDCo Eng & Maths lead	LSAs to develop knowledge of curriculum and how to teach objectives prior to lessons to support children's ability to access the learning in whole class context	Eng and Maths Lead	Jan 2020	Children will have existing knowledge of concepts taught in class and access the whole class teaching more successfully. Children will feel more successful in their learning.
Develop as an 'autism and social communication friendly' school	Inclusion Assistant Head and outreach from SEND school	Training for key staff on autism and social communication difficulties within school from special needs school	Training and resources	Jan 2021	Increased access to the curriculum for pupils with autism. Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism
Develop as 'communication friendly school'	Inclusion Assistant Head and SALT	Training for key staff on SALT and whole school processes	Training and resources	Jan 2021	Increased access to the curriculum for pupils with Speech, language and communication difficulties. SALT audit demonstrates that classroom practice is adapted to meet the needs of children with SLCN.
Appropriate use of specialised equipment to benefit individual pupils & staff	Inclusion Assistant Head	SENDCo to meet with relevant professionals to discuss adjustments which could be made and resources which could be purchased.	Specialist equipment	Ongoing	Children with disabilities will be able to access the curriculum within whole class teaching

### Access to the Physical Environment

Priority	Lead People	Strategy Action	Resources	Achieve by	Success Criteria
Improvements to aid those with a visual impairment	Caretaker	Maintenance of external steps & manhole covers Frames of the steps are highlighted	H&S budget	Ongoing	All areas monitored and maintained and visible for all pupils
Access into school, halls and reception to be fully compliant	Caretaker	Caretaker to ensure that the building entrances are compliant with current legislation	Caretaker	Ongoing	Main entrances and buildings are fully accessible.
Improve access to classrooms for children and adults with physical disabilities	Caretaker	Maintain current lift services.	£1200 and servicing fees	Ongoing	Disabled pupils, parents and visitors have access to all classrooms in the new building.
Improve the quality of provision for children and parents with specific emotional needs	SENCO / Pastoral Lead	Increase number of tranquil spaces within school for pupils with additional needs	H&S budget and SEN budget	For September 2020	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space.
Handrails and grab rail	Caretaker	Maintain grab rails around school site, including classrooms and other appropriate locations. To review and update following discussions with adviser.	Cost of new grab rails as needed.	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed.
Safe access around exterior of school	Caretaker	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways.
Provision of wheelchair accessible toilets with changing facilities	Caretaker	Maintain a wheelchair accessible toilet.	Ongoing costs of maintenance	Ongoing	Disabled pupils, parents and visitors have access toilets.

Outdoor sensory provision	Assistant head for SEND	Develop outdoor areas in terms of seating, quiet time and sensory stimulation	School Improvement	Summer 2022	Outside areas used more effectively to increase access for pupils
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**Access to the written materials**

Priority	Lead People	Strategy Action	Resources	Achieve by	Success Criteria
Availability of written material in alternative formats when specifically requested	Assistant Head teacher for SEND	All staff and parents aware of services available for requesting information in alternative formats.	Translation resources and translators when required.  Symbols package.	September 2020	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.
Improvements to help those with hearing loss	Assistant Head teacher for SEND	School purchased Phonak Roger Inspiro Transmitter to be used in conjunction with hearing aid users.	£600 transmitter	September 2020	Children with hearing impairments can hear more accurately during assemblies and teaching activities.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Assistant Head teacher for SEND	Where children have visual impairments, the visual impairment specialist teacher will be commissioned to support school in developing resources	Commissioning professionals	When needed	Children with visual impairments will access the curriculum in our mainstream school.

**This policy will be reviewed in the Summer Term of 2022.**