



## Accessibility Policy

Date	Review Date	Coordinator	Nominated Governor
September 2021	September 2022	Jessica Bennion	David Watson
Reviewed July 2022	September 2023	Jessica Bennion	David Watson
Reviewed September 2023	September 2025	Charlotte Higgins	Donna Coker

### Introduction

At Barton Clough Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

We recognise that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe, caring and **positive** environment for all of our pupils to experience success and **thrive** individually. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential.

The key aims of this plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Ensure the physical environment of the school gives disabled pupil's physical access to education and extracurricular activities
- Improve the delivery of information to disabled children and young people; using formats which give better access to information
- Provide continued education as normally as the condition allows
- Reduce the risk of lowering self-confidence and educational achievement
- Promote equal access to education for all
- Establish effective liaison with parents, members of the community and other professionals
- Ensure that prompt action takes place when any issues which affect accessibility are identified

## **Statutory**

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

## **Participation in the Curriculum:**

At Barton Clough all pupils have access to a full, broad and balanced curriculum and the school is committed to overcoming potential barriers to learning for pupils. We provide resources, equipment, provisions and support to ensure that pupils are fully able to access the curriculum. Pupils with a disability are able to fully participate in out of school visits, after-school clubs, residential and cultural activities.

We also seek and follow advice on the provision of resources, aids and support from the BFET Educational Psychologists, local authority educational psychologists, specialist teachers, therapists and other health professionals. Support staff are deployed according to individual pupil's needs. Training is given to all staff to teacher and support pupils with a disability.

Disability awareness is promoted in the curriculum through whole school assemblies and specific events to support in raising the profile and understanding of disabilities. Individual care plans and risk assessments are produced when needed in collaboration with parents and wider professionals.

## **Physical Environment of the School:**

Barton Clough have taken into account the needs of pupils and other users with physical difficulties and sensory impairments. Within the main school building there are wide corridors providing good disabled access to all classrooms and office areas. There is a disabled toilet in the middle of the building. There are three easy access ramps leading to entrances throughout the school (a ramp leading into the main office school entrance, a ramp leading to Key Stage One playground entrance and a third ramp leading to the Key Stage Two playground).

We seek regular advice and updates on how to amend our school environment from various medical health professionals (including individual pupil's physiotherapists) to ensure we are amending our building as appropriate to meet the needs of our pupils with physical difficulties.

Wheelchairs and walkers for individual pupils are stored in safe and secure places whilst not in use on the school site.

## Accessibility Action Plan:

<b>Aim</b>	<b>Action</b>	<b>Timescale/ Success Criteria</b>
<b>Access to a full curriculum</b>	<p>Ensure all pupils have access to a broad and rich curriculum.</p> <p>Pupil on a Page documents detail children's individual provision and needs to be used by all teachers to inform planning and provision.</p> <p>Risk assessments and intimate care plans are in place for all pupils for whom it is appropriate.</p> <p>SENCO seeks guidance from the relevant professionals such as physiotherapists and the visual impairment team to support in making risk assessments</p>	<p>Risk assessments, behaviour plans, intimate care plans are completed and updated regularly.</p> <p>All lessons are appropriately differentiated by all staff.</p> <p>All pupils can access a rich and varied curriculum.</p>
<b>All school visits and trips need to be accessible to all pupils</b>	<p>Ensure venues and means of transport are vetted for suitability. Teachers will often visit to complete their own risk assessments beforehand.</p> <p>Develop and seek guidance on making trips accessible for all. This could include talking to parents/ carers and wider professionals.</p> <p>Teachers to complete risk assessments detailing suitable provisions for all children and adults attending the school trip.</p> <p>Parents/ carers are invited to support children in accessing school visits if appropriate.</p>	<p>Risk assessments for all educational visit and activities are completed and reviewed as necessary.</p>
<b>Classrooms</b>	<p>Ensure appropriate equipment is available such as suitable desk/ table.</p> <p>Ensure access is suitable for children's supportive devices such as wheelchairs and walkers.</p> <p>Physiotherapists visit regularly to ensure classroom environments are appropriate.</p>	<p>Equipment is purchased where viable or required on the outcomes of an EHCP.</p> <p>Safety walks and risk assessments are reviewed regularly.</p>
<b>Toilet Facilities</b>	<p>Disabled toilets are clearly marked and door widths adequate for wheelchair access.</p>	<p>These requirements are met when adaptations/ building works are undertaken.</p>

## Charging Arrangements for Making Reasonable Adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

### School Context

Barton Clough has a specialist class provision for pupils with a range of special needs. There are two classes within the provision with each class having access to 10 places with a specialist teacher and specialist teaching assistant.

Barton Clough holds an SLA with the Local Authority to provide these places and allocates pupils to them. The pupils come from across the region not just our catchment area. All pupils in the small classes either already have an EHC plan or are awaiting one. There is a mix of need within these classes. The designation for them is 'speech and language, complex needs and social, communication and complex learning difficulties'. Consequently, school has a higher than average percentage of SEN pupils – 30%. In addition to those pupils with SEN, school has a number of pupils with specific medical needs, serious allergies, asthma, epilepsy and Ataxia.

Headteacher		Date:	
Representative of Governing Body:		Date:	