



BARTONS PRIMARY SCHOOL ACCESSIBILITY POLICY AND PLAN

| | |
|-----------------------|------------------|
| Lead member of staff | Mrs K Powell |
| Governor Committee | Resources |
| Chair of GB signature | |
| Date of publication | Autumn Term 2024 |
| Review date | Autumn Term 2025 |

3-year period covered by the plan: 2022-2025

Plan agreed: October 2022 Plan Review: Annually

Lead member of staff: Mrs K Powell

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled children, under Part 4 of the DDA:

1. not to treat disabled children less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled children.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan

Bartons Primary School Context

Bartons Primary school is a mainstream school for boys and girls age range 4 yrs. to 11 yrs. old. The school comprises of a new build (2014) multi-purpose single storey building with seven classrooms and a community room. The school also has a temporary classroom close to the main building. It has additional meeting rooms, offices and break out areas and complies with current legislation covering health, safety and disabled access and egress.

Our Purpose and Ethos

At Bartons, we pride ourselves on being a happy and family school where learning and growing potentials is at the heart of everything that we do. Relationships between the children and adults are strong where every child is known well by the dedicated staff and we embrace team working with the whole of our school community. We want our children to be happy and confident and we work hard to provide a safe, fun and caring environment.

Every child is special to us and we work closely in partnership with parents to build on each child's individual skills and talents in order that they develop a love of learning and enjoy school. We strive to develop the whole child and we believe that our inclusive and creative curriculum will stimulate and motivate young curious minds. We will always strive to be outstanding in everything we do.

| Bartons Primary School Values | | | | | |
|---------------------------------|----------------------------|----------------------------------|------------------------------|-----------------------------------|-------------------------------|
| Independence Autumn H/T 1 | Respect Autumn H/T 2 | Communication Spring H/T 1 | Happiness Spring H/T 2 | Responsibility Summer H/T 1 | Creativity Summer H/T 2 |
| Bartons Primary School Skills | | | | | |
| Being Confident | Empathy | Speaking and Listening | Self-Esteem | Persevering | Being Imaginative |
| Self- Motivated | Tolerance | Sharing | Pride | Reflecting | Experimenting |
| Organised | Honesty | Collaborating | Self-Belief | Improving | Discovering |
| Self-Control | Fairness | Persuading | Building Relationships | Problem Solving | Taking Risks |
| Self- Determination | Equality | Discussing | Enjoyment | Managing Distractions | Questioning |
| Resilience | Team | Encouraging | Positivity | Having Ambition | Inspiration |
| | | Co-operating | | | Be Yourself |

We are working within a national framework for educational inclusion provided by:

- Inclusive School
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2014**
- The Disability Discrimination Act (**amended for school 2001**)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are

1. Access to the curriculum
2. Access to the physical environment
3. Access to information

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

The main entrance to the school has wide doors. The main front entrance has a wide lobby fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Our Inclusion/SEN team support children with both physical disabilities and learning needs to access areas of the curriculum they find difficult. PE is a challenge for physically impaired children but we seek expert advice for identified individual needs.

We may consult with specialists when new situations regarding children with disabilities are experienced.

Action Plan

Aim 1: To increase the extent to which disabled children can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers and access to the curriculum and to ensure full participation in the school community of children, and prospective children, with a disability.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------|----------------------------------------------------|
| To liaise with pre-school providers to review potential intake. | To identify children who may need additional to or different from provision for September intake | Annually (by the end of each summer term) | HT, DHT/EYFS Leader | Procedures/equipment/ideas in place for September. |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure. | To comply with the Equality Act 2010. | On-going | HT/SLT/School/ GB | All policies clearly reflect inclusivity. |
| To establish close liaison with parents. | To ensure collaboration and sharing between school and families. | On-going | HT All school staff | Clear collaborative working approach. |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| To establish close liaison with outside agencies for children with on-going health needs eg children with severe asthma, epilepsy, diabetes or mobility issues. | To ensure collaboration between all key personnel | On-going | HT/SLT/SENCO Outside agencies including health professionals | Clear collaborative working approach. |
| To ensure full access to the curriculum for all children. | Employment of specialist advisory support; CPD for staff and: <ul style="list-style-type: none"> • Make sure all staff are aware of and use supportive software. • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants. | On-going | Inclusion/SEN team Locality Special School Ed Psych Behaviour team | Advice taken and strategies evident in classroom practice. Children supported and accessing the curriculum |

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------|----------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Use of interactive ICT equipment. • Specific equipment sourced from occupational therapy/physio team/sensory support/speech and language | | | |
| To finely review attainment of all SEN children | <ul style="list-style-type: none"> • SENCO/Class teacher meetings/Pupil Progress with SLT. • Scrutiny of assessment system. • Regular liaison with parents. | Termly | SLT SENCO Class Teachers | Progress made towards ILP targets. Provision Plan shows clear steps and progress made. |

| | | | | |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To monitor attainment of More Able, G&T children. | <ul style="list-style-type: none"> • Policy and Able G&T list to be updated. • More Able G&T booster groups/activities. • Monitor More Able and G&T list. | On-going annually | HT DHT Class teachers | More Able and G&T children making appropriate progress. Achieving above average results. |
| School visits are accessible to all regardless of attainment or impairment. | <ul style="list-style-type: none"> • Review all out of school provision to ensure compliance. | On-going | DHT / SENCO | Increased access to all school activities for all impaired or disabled children. |
| To promote the involvement of disabled students in classroom discussions/activities. | <p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate).</p> <ul style="list-style-type: none"> • Wheelchair access • Visualisers linked to IWB and Clevertouch for the visually impaired • Aid for disabled users using keyboards – larger keys • Giving alternatives to enable disabled children to participate successfully in lessons – | On-going | Whole school approach | <p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled children, parents and staff are represented within the school.</p> |
| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | <p>different ways of recording work e.g., word processed.</p> <ul style="list-style-type: none"> • Creating positive images of disability within the school so that children grow into adults who have some understanding of the needs of disabled people. | | | |

| | | | | |
|------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------|----------------------------|-----------------------------------------------------|
| To evaluate and review the above short and long term targets annually. | See above. | Annually | SLT, GB | All children making good progress. |
| To deliver findings to the Governing Body | Resources GB meetings. Regular termly meeting with SEND governor. | Termly SEND Gov/SENCO meeting | HT DHT SEND Governor | GB fully informed about SEND provision and progress |

Aim 2: To improve the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------|----------------------------------------------------------------------|
| Continually improve the physical environment of the school environment. | The school will take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | On-going | SLT Premises Manager GB West Sussex | Enabling needs to be met where possible |
| Ensure visually stimulating environment for all children. | Colourful, lively displays in classrooms and inviting role play areas. Calm areas with less visual clutter to allow children to relax. | On-going | Teaching and nonteaching staff. | Lively and inviting environment maintained. Calm areas maintained |

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Ensuring all with a disability are able to be involved. | <ul style="list-style-type: none"> • Create health and access plans for individual disabled children. • ILP process | With immediate effect & to be constantly reviewed. | Teaching and nonteaching staff. | Enabling needs to be met where possible. |
| To ensure that all medical needs of all children are met fully within the capability of the school | <ul style="list-style-type: none"> • To conduct parent interview, liaise with external agencies, identifying training needs and establish individual protocols where needed. • Health care plans for individuals. | With immediate effect & to be constantly reviewed | School SENCO School nurse Appointed First Aiders Health care professionals | Needs met within the capability of the school. |
| Ensuring disabled parents have every opportunity to be involved. | <ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off and collect children. • Parents are always welcome to bring along signers or interpreters to meetings so certain key information may be provided. • Offer a telephone call to explain letters home to some parents who need this. • Adopt a more proactive approach to identifying the access requirements of disabled parents. | With immediate effect & to be constantly reviewed. | Whole school team | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |

| | | | | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------|---------------------------------------------|
| Ensure that all disabled children can be safely evacuated in an emergency. | <ul style="list-style-type: none"> Disabled Emergency Plan in place. Monitor plans during fire drills. | With immediate effect & to be constantly reviewed. | HT Premises Manager GB | Children safe in the event of an emergency. |
| Continue developing playgrounds and facilities. | <ul style="list-style-type: none"> Look for funding opportunities. | On-going | Whole school approach | Inclusive, child-friendly play areas. |
| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| To ensure the driveway, roads and paths around the school are as safe as possible. | <ul style="list-style-type: none"> Communication with parents via safety messages/letters/texts. | On-going | HT Premises Manager GB | No accidents |

Aim 3: To improve the delivery of information to disabled children and parents.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------|---------------------------------------------|
| To ensure all children with ASD have access to the curriculum. | <ul style="list-style-type: none"> Regular parental communication. Liaise with social communication and behaviour teams. Individualised multi-sensory teaching strategies used for ASD children. | On-going | All staff to be aware | ASD children able to access the curriculum. |

| | | | | |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------|-----------------------------------------------------------------------------|
| To enable improved access to written information for children, parents and visitors. | <ul style="list-style-type: none"> Investigate software to support learners with reading difficulties. Raising awareness of font size and page layouts will support children with visual impairments. Auditing the school library books to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that it is accessible to all is a valuable exercise. | On-going | HT/Inclusion/SEN Premises Manager GB | IT supporting learning Appropriate resources |
| To review children's records ensuring school's awareness of any disabilities. | Information collected about new children. <ul style="list-style-type: none"> Records passed up to each class teacher. | Annually | Class teachers Inclusion/SEN Outside agencies SLT | Each teacher/staff member aware of disabilities of children in their class. |
| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | <ul style="list-style-type: none"> End of year class teacher meetings. Annual reviews. ILP meetings. Medical forms updated annually for all children. Personal health plans. Significant health problems – children's photos displayed on staffroom notice board/first aid room. | | Office Staff Appointed First Aiders | |

| | | | | |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------|-------------------|-----------------------------------------------------------------------------------------|
| <p>In school record system to be reviewed and improved where necessary. (Records on SIMS/Network protected)</p> | <p>Record keeping system to be regularly reviewed for safeguarding.</p> | <p>Continual review and improvement</p> | <p>SLT Office</p> | <p>Effective communication of information about disabilities throughout the school.</p> |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------|-------------------|-----------------------------------------------------------------------------------------|