



Barnett Wood Infant School

Accessibility Plan 2022-25

Barnett Wood Infant School

Policy Impact Statement and Updates

Policy:	Accessibility Plan 2022-25
Date of review:	April 2024
Governor/s responsible:	Claire Brooke-Wilson / Sophie Bloxam
Status / date of next review:	April 2025
How well has the policy achieved its purpose and outcomes?	
The Accessibility Plan ensures we provide: • an inclusive education: we ensure that all pupils, regardless of their disabilities, can fully participate in the curriculum. • adaptations and support: we identify necessary adaptations and support mechanisms to facilitate learning for pupils with disabilities. • safe and usable facilities: we ensure that all areas of the school, including classrooms, playgrounds, and other facilities, are safe and usable for all pupils. The plan ensures that we identify, address and reduce barriers that may prevent disabled pupils from accessing education and school activities, and therefore promotes equality and inclusion at Barnett Wood.	
Updates and/ or changes to policy:	
April 2024	No changes

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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1. 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

At Barnett Wood Infant School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with all relevant stakeholders of the school and covers the period from April 2022 – March 2025. It should be read in conjunction with our school's Equality policy.

We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, 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. 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The plan has been written using guidance [Accessibility Strategy \(surreylocaloffer.org.uk\)](https://www.surreylocaloffer.org.uk)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1 Increasing the extent to which disabled children can participate in the curriculum.

Priority Area	Action	How	Who	Timescale	Success Criteria/Evidence
To ensure wheelchair users are able to access entry and exit points in the school	- HT/SENCo to review site to identify any points in school that are not currently accessible - Decide best course of action for access	- Review meetings to take place - Review team established - Discussions re budgeting	HT SENCo	April 2025 To be reviewed annually	All entry and exit points in school accessible to wheelchair users Any wheelchair voice that they are satisfied with access
To ensure classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary)	Quality first teaching supported by a range of research based effective interventions and targeted programmes is embedded across the school enabling all to achieve optimum progress	HT SENCo All staff	Ongoing	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils All pupils will be enabled to be as independent as possible in the school environment
To ensure that all school trips are accessible to our children (and staff) with disabilities. Disability provision to be identified on the risk assessment visit.	- Risk assessment to show individual adaptations for children with disabilities. These should be agreed with the HT/SENCo before the visit. - Spot checks of Risk Assessments undertaken regularly and check made to ensure that the adaptations have taken place. - Yearly evaluation of	Risk Assessments to be completed in a timely manner - liaising with the Inclusion Lead to make all reasonable adjustments.	HT SENCo	On Going	Every risk assessment shows the provision made and children will be able to access the learning opportunity. 100% of children with medical or disability needs attend school trips.

	impact.				
To ensure all staff are aware of and understand disabilities, how to identify them and how they can be supported with and beyond Barnett Wood Infant School.	• Offer new staff CPD covering disability issues in order to widen general knowledge and deepen understanding • Review the needs of children with specific issues as required provide all relevant training in liaison with partner agencies Embed pathway planning progress showing how individual needs are addressed.	• Multi agency support e.g. disability or diabetic nurse providing training to relevant staff. • Regular SEND focus meetings are held each term with every class teacher to discuss the needs of individual pupils The school promotes quality first teaching and teachers are encouraged to be reflective and responsive to individual needs. The school utilises and accesses a range of specialist outside support Regular face to face and remote training opportunities are strategically planned to enhance and develop skills and expertise	HT SENCo	Ongoing	Pupil voice, Pupil Progress Meeting and Lunch time provision monitoring demonstrate good progress of our disabled pupils in all aspects of school life. All children who require ELSA Plan are supported with one effectively. Correctly identified staff have attended Paediatric First Aid to enhance their understanding of medical disabilities.
Access arrangements to meet individual needs when taking tests etc will be applied for and support provided when required.	• Inclusion Leader and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements	• Access arrangements have been applied for and provided where appropriate. Formal assessment	HT Assessment Lead SENCo		All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed

Improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services.

Priority Area	Action	How	Who	Timescale	Success Criteria/Evidence
To ensure that no communication barriers prevent the disabled stakeholders from fully participating in meetings to discuss any aspect of school life.	- HT/SENCo to meet with children, parents, carers or staff that indicate that they have a need due to a disability, to discuss adaptations that need to be made. - Put in place an access, care plan or SEN support - Implement the action plan - Monitor the success - Evaluate and review	Care plan meetings as needed	Office HT SENCo	Care plans to be established with 3 weeks of a new child/new member of staff joining the school.	Appropriate technology and/or staff facilitation always available to ensure disabled stakeholders maximum involvement in school life. Additional OT and Physio chairs purchased where appropriate to enable full access to school life. Technology available to support communication for children who need it.
To ensure that children with a disability can participate in extra-curricular activities.	Barnett Wood will endeavour to ensure all disabled children have access to all after school club provision.	Monitoring of extra-curricular activities on offer, analysing the uptake of activities by children with a disability.	DHT HT	Ongoing	Disabled children have access to extra-curricular activities. Priority is given to pupils with disabilities and PP needs.

Improving the delivery of information to disabled children, parents/carers and staff which is provided in writing.

Priority Area	Action	How	Who	Timescale	Success Criteria/Evidence
To ensure that children, parents, carers, staff and	As new children, staff and parents and carers join the	Newsletters and correspondence have an	Office	April 2025	All stakeholders access information in an appropriate

visitors receive information in an accessible format.	school, all staff to ensure that access to all written materials is in a suitable font, size and colour.	appropriate font, colour and size which is changed as needed.	HT All staff		format. Parents who are identified receive letters read to them or enlarged. Parents/carers with addition needs are signposted and offered additional support.
To improve access to all text in the classroom.	• Ensure information is not cluttered on the page. • Use off white/pastel colours as the background on IWB's.	• SENCo to check guidelines for any visual impairment/dyslexic students to ensure visuals are clearly seen and adapted to the children/parents or carers individual needs.	SENCo All Staff	April 2025	Letters are accessible to all users. Off white/pastel backgrounds used on IWB's.
To establish disabled stakeholder focus groups to be involved in the planning of new areas with school.	• All disabled staff, children and stakeholders (as appropriate) to be consulted when building improvements and adaptations are being made e.g. Swimming pool, new classrooms, new doors.	• SBM to liaise with disabled stakeholders and the Inclusion Lead to consult relevant children when building adaptations are being made.	SBM SENCo HT	Ongoing	All reasonable adjustments are made and no child or member of staff feels that the school could have done more.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and the SEND Governor.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report