

# Barwic Parade Community Primary School Accessibility Plan

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Headteacher

Miss Sarah Dixon

April 2017	Amended to fit Barwic Parade Community Primary School	Miss Becky Kirkland
April 2017	Reviewed on behalf of Governors	Mrs Hardy, Mrs Fargus, Mrs Olliman & Mrs Snowdon
22nd May 2017	Ratified	FGB
5 <sup>th</sup> May 2023	Reviewed	Becky Kirkland
4 <sup>th</sup> March 2026	Reviewed	Becky Kirkland

**Signed:**

**Position:**

Chair of Governors

**Date:**

March 2026

**Next Review Date:**

No later than March 2029 or sooner if NYCC issues an update to guidance

# Barwic Parade Community Primary School Accessibility Plan

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## **The Purpose of this Plan**

This plan shows how Barwic Parade Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## **Contextual Information**

At present we have no wheelchair dependent pupils, 1 parent and no members of staff.

## **Current Range of known disabilities :**

The school has children with a range of needs and some diagnosed mental health disabilities. We have a very small number of pupils who have a physical impairment, hearing impairment or a visual impairment.

## **School name:**

Barwic Parade Community Primary School

## **3-year period covered by the plan:**

2026-2029

Plan agreed by: \_\_\_\_\_

Date: \_\_\_\_\_

Plan to be reviewed annually.

## **Lead member of staff:**

Becky Kirkland, Inclusion Leader

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

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

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) 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, 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.

### **The School's Context**

We are an average sized primary school. The school comprises of three buildings covering a large site, all are one storey construction.

### **The School's Aims**

- To deliver teaching that captivates, challenges and inspires children through a stimulating curriculum that nurtures a lifelong love of learning.
- To develop resilient, independent, confident and motivated children who aspire to success and are proud of their achievements and demonstrate skills to succeed in life.
- To offer a passionate, aspirational and cohesive team who have high expectations and who work together to drive forward school improvement, through support, challenge and a commitment to securing the best outcomes for all.
- To ensure pupils are encouraged to be respectful of others and their community. Their social and emotional skills are nurtured and developed to encourage children to be resilient, confident, self-respecting individuals who have a positive attitude towards learning.
- To ensure pupils are safe and feel safe in school. We ensure that all children are taught to understand how to keep themselves safe and to work restoratively to resolve concerns and conflict.

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

- Implementing Inclusive Education 2018
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2015
- Disability Discrimination Act 1995
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by:

- SEN Governor
- Headteacher
- Inclusion Leader
- School Business Manager

This plan shows how Barwic Parade County Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

We currently have (Spring 2026) 24 children on the SEN register with a range of needs. There school is organised in such a way that it is accessible to disabled children and their parent/carers.

The views of the below people have been taken into account when reviewing this plan:

Headteacher  
Inclusion Leader  
School Business Manager  
School Council

This plan is made available through the school website and a paper copy is readily available from the School Office on request. This plan can be made available in different formats and we can provide support to access.

### Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

### The main priorities in the school's plan

#### **Increasing the extent to which disabled pupils can participate in the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

#### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

#### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

**Objective 1: Increasing the extent to which disabled pupils can participate in the school curriculum**

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and scaffolding  Online learning modules if required	Dyslexia focus – 2028  ASD focus – 2027  Scaffolding focus – 2026	Inclusion Leader	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Ensure software installed where needed  ICT supports and enhances learning	As required  By July 2027	Computing Lead  Class Teachers	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	Ongoing	Learning Outside the Classroom (EVC)	All pupils in school able to access all educational visits and take part in a range of activities

**Objective 2: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the support plan process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and ongoing if required</p>	Inclusion Leader	<p>Plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	Ongoing	Headteacher/ Governors/Strategic Planning Officer	Access for all
Improve external and internal environment access for visually impaired people	<p>Mark step edges</p> <p>Regularly replace broken blinds in classrooms and other spaces</p>	Ongoing and as required	Inclusion Leader School Business Manager	Visually impaired people feel safe in school grounds and in school buildings
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils to include PEEPs.	Ongoing – to be reviewed annually	Inclusion Leader	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers	Ongoing LA	HI and VI advisory teachers in conjunction with Inclusion Leader	All children have access to the appropriate environment

**Objective 3: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.**

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.  Provide information and letters in clear print in "simple" English	School Office will support and help parents to access information and complete school forms	During induction  Ongoing	Inclusion Leader	All parents receive information in a form that they can access  All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	As required	Inclusion Leader/School Office	Excellent communication.  Ongoing appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Inclusion Leader	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Leader	Pupils and/or parents feel supported and included

# School Map

## Barwic Parade Community Primary School

2023



