



Barham Church of England Primary School Accessibility Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Barham School.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead. This plan reflects statutory requirements for the setting of Equality Objectives. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

This Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and

learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Accessibility Plan 2021 -2025

Target	Actions	Timescale	Responsibility	Outcomes
To meet needs of all learners	Staff training on differentiation and disability awareness Staff to attend specific training as required SENCO to brief staff on resources and equipment as required	In place & on-going	SENCO & HT	Increased access to the curriculum Needs of all learners met
To increase access to the curriculum for pupils with a disability	Staff training on dyslexia, ASD, Speech and Language & sensory circuits	In place and on-going	SENCO & HT	Pupils with a disability to be fully supported and able to access the curriculum
To raise awareness of Social Emotional Mental Health Needs	SENCO to Liaise with Early Help Practitioners & parents for workshops on parenting. SEMH – Intervention work with identified pupils	In place and on-going	SENCO	Pupils and parents are supported with positive impact on emotional wellbeing and social skills.
To respond to pupil issues with anxiety and adverse childhood experiences.	SENCO to complete Becoming trauma-informed training programme	From September 2021	SENCO All staff	Pupils and their parents are supported in coping with anxiety and to reduce feelings of anxiety.

	Staff complete online trauma training			
To ensure TAs are used efficiently to provide positive impact on pupil progress in line with SIP	Use evidence-based research to evaluate intervention effectiveness TAs have access to ongoing CPD via termly In house learning, observations of colleagues, external training as appropriate	From Sept 2018	HT SENCo	Teaching Assistants have a positive impact on pupil progress as demonstrated by: Impact of Interventions Effective in class support
To provide sharply focused interventions	Focus for intervention priorities identified by SENCO and SLT. Interventions set up and evaluated termly by staff delivering them for impact Personalised plans for all pupils on SEN register	From September 2020	CTs SENCo	Needs of all abilities fully met within review of SEN audit All identified pupils make a good level of progress in achieving small step targets having taken part in time limited interventions.
To ensure reasonable adjustments for tests/assessments are made for pupils with SEN	Pupils assessed in line with regular classroom practice and access arrangements applied for as needed and in line with DFE/PESE criteria. Parents are informed of the process/criteria	In place and on-going	HT SENCo	Barriers to learning reduced or removed enabling children to achieve their potential.
To provide specialist aids /equipment/physical Aids (in conjunction with medical professionals where appropriate)	Specialist Chairs to support optimum seating for pupils with disabilities Reasonable adjustments to the physical environment for some children eg position and height of table and chair	On-going	SENCo	Pupils able to access education

	height, use of writing slopes, sit and move cushions, sensory supports Use of sensory aids and creation of sensory area as a calming space Toileting plans developed and reviewed.			
To ensure that the medical needs of all pupils are fully met within the capabilities of the school	Plans in Place for pupils with medical conditions	On-going	SENCO	Plans reviewed annually or as needed Communication systems ensure all staff aware of pupil needs
To ensure that arrangements are made for children with broken limbs/injuries are appropriately supported	Risk Assessments with adaptations as appropriate	On going	SLT	Pupils are able to access the curriculum and remain included in school life
To maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise	In place & on-going	SR (caretaker) HT	Disabled people to move unhindered along exterior pathways
To ensure all pupils access school trips	No pupil denied access to trips through lack of funds.	In place & on-going	HT & Governors	All pupils enjoy varied activities in school
To ensure pupils with sensory needs have their needs met.	Sensory checklists are completed for pupils known to have sensory needs. Staff engage in training and research in order to better understand sensory regulation.	In place and ongoing	SENCO	Pupils are emotionally regulated as their sensory needs are met. Pupils learn well as their sensory preferences are taken into account.

	<p>The physical and learning environments are adapted to take into account sensory preferences.</p> <p>Sensory resources and interventions are provided to support pupils eg sensory toys, sensory circuits, sensory spaces, sensory diet.</p>			
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Date of next review: December 2025