



Barham Church of England Primary School Accessibility Plan 2026-2029

Approved	18.03.26
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Barham CE Primary School, our commitment to equality and inclusion is rooted in our Christian values and the belief that every child is uniquely created in the image of God. We strive to foster a nurturing and respectful environment where all pupils, regardless of background, ability, or need, feel valued, supported, and empowered to thrive. Guided by principles of thankfulness, compassion, humility, service and endurance, we actively promote inclusion through our curriculum, pastoral care, and school culture. We celebrate diversity and ensure that every member of our school family is treated with dignity and fairness, reflecting our mission to love our neighbour and to build a school where everyone is **kind, confident and curious**. 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. This includes local authority staff, health professionals and parent/carers.

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/carers, 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

The information set out in the column of 'current good practice' provides examples of the types of accessibility measures already in place. The 'action' column details ways in which the school intends to improve accessibility over a 3 year period. In devising this plan, the school has carried out a thorough audit of its accessibility.

Physical Access

Current Practice	Action
<p>Table and chair sizes vary according to age and size.</p> <p>Classroom furniture is minimised to aid access.</p> <p>Specialised furniture is in use where needed eg seating with arms, lunch seating.</p> <p>Furniture layout is suitable for current pupils but would need to be adjusted for a child with mobility difficulties such as a wheelchair.</p> <p>The Cabin, The Nest and Woodpecker rooms are in regular use as smaller spaces for learning and regulation. Dark dens are available for use if needed. Sensory rooms would be beneficial but there are space limitations.</p> <p>There is no space for a disabled bay due to the location of a bus stop and pedestrian crossing outside the school but disabled parents or those with a disabled child can use the small staff car park.</p> <p>The Reception playground surface has been adjusted to allow easy movement.</p> <p>The main reception entrance is not accessible, but the alternative entrance is flat, wheelchair accessible and allows easier access to the rest of the site.</p> <p>Handrails are in place on both staircases.</p> <p>There is one accessible toilet in the Hall building.</p>	<p>Continue to develop sensory spaces within existing rooms especially Woodpeckers and The Nest.</p> <p>Publicise use of staff car park to parents on a regular basis.</p> <p>Review and improve site security with a fob door opening system (with KCC).</p> <p>Improve signage to the accessible side entrance.</p> <p>Improve edging contrast for school house building and KS1 building where there are steps.</p> <p>Revisit accessibility requirements each year according to cohort needs.</p> <p>Consider installation of a hearing loop if beneficial for a pupil with hearing impairment, in consultation with specialist teacher.</p>

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Learning Access

Current Practice	Action
<p>All staff completed Autism Education Trust training. Staff have completed Hearing Impairment awareness training. Physical Disability specialist teachers provide training and support for particular pupils eg Cerebral Palsy, Cystic Fibrosis.</p> <p>School can refer to School Health, Physical Disability and Sensory Specialist Teachers and NHS Therapies Teams as needed. SENCO is aware of how to refer for training.</p> <p>Pupils access all aspects of school life including school trips, extra-curricular activities, after school provision, with adjustments. Staff refer to Mainstream Core Standards to help with identifying adjustments. There is liaison with parents and carers to discuss and consider adjustments. Teaching is adapted to meet a range of needs through different tasks, resources, expectations, adult and peer support.</p> <p>The school prioritises music, drama and physical activities. All children are encouraged to take part and adjustments are made to include everyone. PE planning includes a range of adaptations. All lessons are planned with all the children in mind. Expectations are adjusted, resources used creatively and time given as needed.</p> <p>Pupils have access to devices eg iPads, laptops and software eg apps, Clicker, typing programmes etc. Through the Communication and Assistive Technology Service, the school is able to apply for more personalised technology for those that need it eg those with a communication need.</p>	<p>Programme of Disability Awareness training to be continued according to cohort needs.</p> <p>Continued professional development programme in place to equip all staff to help all pupils make progress.</p>

Information Access

Current Practice	Action
<p>School has a subscription to Widgeit to enable us to produce information with symbols and text together. We have used communication books for pupils with hearing impairment. We do not have recent experience of using Braille or audiotape but would be able to access advice.</p> <p>We can use ICT to produce written information in different formats eg symbol and text, talk to text, translation of texts. Our Seesaw platform includes translation tools. Our Microsoft subscription includes immersive reader functionality.</p>	<p>Continue with training programme so that all staff can use Widgeit to produce resources with symbols and text.</p> <p>Promote alternative formats with pupils, staff and parents/carers to raise awareness.</p> <p>Staff training to enhance use of Widgeit. Staff training in British Sign Language.</p>