



# SIR JOHN BARROW SCHOOL

## ACCESSIBILITY PLAN

### 2018 – 2021

**APPROVED BY <sup>1</sup>:** Finance, Buildings and Personnel Committee

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**Position:** Chair of the Finance, Buildings and Personnel Committee

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**Date:** 8<sup>th</sup> November 2018

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<sup>1</sup>The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup>This document should be reviewed every 3 years



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## 1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- 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

## **3. REASONABLE ADJUSTMENTS**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of

SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

#### 4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Sir John Barrow School, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

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

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

#### 5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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.

- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 6. CONTEXTUAL INFORMATION

Sir John Barrow School is a primary school at the heart of its local community in the small market town of Ulverston. The school prides itself on its inclusive ethos and a longstanding culture of committed care for the wellbeing of all pupils. We are dedicated to ensuring all children succeed and, as a school, we pursue excellence and have high expectations for all.

The school serves a diverse socio-economic community. It is close to an area of considerable disadvantage including one of the most deprived wards in Cumbria where a significant number of the children live. There are also a number of professional and middle-income families from a range of private housing across the town. The vast majority of the pupils come from White British households. The school is one form entry and there are currently 220 children (including nursery) on roll. The proportion of children eligible for FSM is 6.8%. There are 40 children eligible for pupil premium (18%). There are 2 Looked After Children, 5 Post Looked After Children and 4 children who have a parent in the armed forces.

The school has a full time SENCo/Inclusion Manager. This is a strategic deployment to ensure all children's needs are met and to close the attainment gap. The school currently has 4 children with an EHCP. Of these, 2 children are physical/medical; 1 child social/emotional and 1 speech and language. There are currently 39 children on the SEND register without an EHCP. The SENCo also holds the NASC Award (National Award for SEN Coordination).

The percentage of children from minority ethnic groups or with EAL is historically low, but has increased over the last year. There are currently 10 EAL children in school (4.5%). This includes four children with Polish, one child with Chinese, four children with Bengali and one child with Arabic as their home language. In addition one child lives with a French speaking parent although their main language is English.

As a school we utilise the expertise of other agencies and professionals and work closely with the local authority. In recent years we have resourced the support of a school nurse and EWO through the local high school and have contracted in a speech and language therapist, one day a week. The school values partnership working and is part of the Furness Primary Collaborative (FPC), LASL/CASL (Local/Cumbria Alliance of School Leaders), Big Maths and Writing partner and is a strategic partner to Yarlside Teaching School. We actively share good practice, contributing to the wider self-improving school system. Our Chair of Governors is a National Lead in Governance (NLG), headteacher is a local leader in Education; Headteacher is a local lead in Education (LLE) and our Deputy Headteacher and Key Stage 1 Lead are both Senior Leaders in Education (SLEs).

The school has a very strong governing body. It has been awarded the Governor Mark and were winners of the NGA Outstanding Governance Award 2017 for a single school.

## 7. DEVELOPMENT

### 7.1 The Purpose and Direction of the School's Plan: Vision and Values

Our School:



- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

## 7.2 Information from Pupil Data and School Audit

Sir John Barrow School is an inclusive school.

- There are currently 4 children in school with EHCP plans and there are 39 children out of 236 (including nursery) on the SEND register.

<u>Area of SEND</u>	<u>Number of children SEND with an EHCP.</u>	<u>Number of children SEND (No statement/EHCP)</u>	<u>TOTAL</u>
Phys/Medical	3	1	4
Cognition/Learning		21	21
Communication(Sp+Lan)		3	3
Social/Emotional/ASC	1	10	11
<u>TOTAL</u>	4	35	39

- Our annual school improvement plan(SIP) takes into account the needs of our diverse student population as well as the needs of its wider community.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.

## 7.3 Views of those Consulted during the development of the Plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, class teachers;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;

- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

## 8. SCOPE OF THE PLAN

### 8.1 Increasing the extent to which disabled pupils can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to 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. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school/setting will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

At Sir John Barrow School we strive to increase inclusion through:

- taking the advice of and working alongside specialist advisory teachers. For example, specialist advisory teachers for speech and language, autism and the hearing impaired
- taking the advice and working closely with health professionals including community nurses, occupational therapists
- Ensuring Healthcare plans are in place for all children who have specific health needs and these are communicated with staff members
- Ensure staff training is a priority in order to support inclusion. This is monitored and organised by the school SENCo
- Deploy skilled STAs, HLTA's and teachers to enhance teaching and learning where required.
- Facilitate good communication with parent/carers by ensuring the SENCo is accessible and available

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

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school/setting will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school/setting has pupils or visitors with disabilities and is preparation for a situation when they do.

The school has considered the needs of pupils with disabilities when deciding which classrooms will be used for specific cohorts; when considering building improvements and decoration and when considering how the building should be used on a day to day basis.

The school has considered the needs of individual pupils with disabilities and made reasonable adaptations in order to increase accessibility. For example building a disabled toilet facility with a hoist; increasing swimming sessions to improve physical development of a wheelchair user; staff training to fit and use hearing aids effectively.

### **8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled**

We will strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school/setting plans to 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/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school/setting will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Specific requests can be made to the school office or through the SENCo.

The SENCo/Inclusion Manager is available through appointment to discuss any concerns with children and parent/carers.

The school provides a telephone translation service on request and uses this service to communicate effectively with parents/carers of EAL children

The SENCo/class teachers will identify if any adaptations need to be made to ensure written information is accessible to pupils. For example use of overlays for dyslexic pupils.

In addition, on entry to the school staff will identify if there are any adaptations that need to be made to ensure written information is accessible to parent /carers.

The SENCo/Inclusion Manager is available to support parent/carers in reading materials where required.

A number of parents/carers have given the school feedback as to the helpfulness of increased electronic communication through text/email and through the school website.

### **8.4 Financial Planning and Control**

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School/Setting Accessibility Plan as part of the normal budget review process. The objective is that over time School/Setting Accessibility Plan actions will be integrated into the School/Setting Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## **9. IMPLEMENTATION**

### **9.1 Management, Coordination and Implementation**

The HT/SENCo will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;

- plans to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

## 9.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

The following will be monitored by senior staff and governors:

- success in meeting identified targets;
- changes in physical accessibility of school/setting buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;
- the impact of training on staff confidence and practice;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school/setting;
- recorded evidence that fewer pupils are being excluded from school/setting opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included,

## 9.3 The role of the LA in increasing accessibility

Governors may wish to comment in their report to parents on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise and pupil placement;
- ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- linked building adaptations to refurbishment and capital building works;
- informed schools/settings how information can be provided in a number of different formats.

## 9.4 Accessing the School's Plan

This will be done through:

- presentation in a section on the school/setting website open to all visitors to the site;
- mention in the head teacher's newsletter of the availability of the plan;

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school/setting, from services, other agencies and organisations;
- ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.

## **10. RELATED POLICIES**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- School Improvement Plan
- Governor Training Plan
- Health & Safety
- Inclusion
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- Asset Management Plan
- Complaints Procedures

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**Sir John Barrow School ACCESSIBILITY PLAN 2018 - 2021**

**IMPROVING THE CURRICULUM ACCESS AT SIR JOHN BARROW SCHOOL**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Increase physical opportunities for children with physical/medical disabilities	<p>Increase opportunities to engage in swimming</p> <p>Introduce physical disability sports into the curriculum</p> <p>Ensure OT exercises are implemented and regular</p>	<p>Increased swimming time for physical/medical children</p> <p>Increase in the range of activities and the time children with physical/medical needs participate in physical activities.</p> <p>Increased number of physical activities available which non SEND and children with physical/medical needs can participate in.</p> <p>Timetable and monitor impact of OT exercises</p>	<p>Autumn 2018</p> <p>Autumn 2018/Spring &amp; Summer 2019</p> <p>Spring 2019</p>	
Increase inclusion across the curriculum for children with physical/medical disabilities (From Staff audit)	<p>Review curriculum maps at least a year in advance to adjust where necessary to increase inclusion</p> <p>Eg educational visits</p> <p>Classroom adaptations or resource provision</p>	<p>Advanced review of the curriculum leads to increased inclusion across the curriculum</p>	<p>Autumn Term 2018</p>	
Provide homework support for children where parent/carers have needs which disadvantages them in supporting children	<p>Provide homework club</p> <p>Target invites to homework club, engaging with parents/carers</p>	<p>Increased number of children successfully completing homework</p> <p>Parent/carers receive help where required to support their children with homework</p>	<p>Spring 19</p>	
Improve access to communication about homework From Parent Audit	<p>Increase online access to homework</p>	<p>Homework set is available on line for pupils/parents/carers to read</p>	<p>Autumn 19</p>	

<p>Know and act on the views of children with disabilities From Child Audit</p>	<p>SENCo to meet with children with disabilities at least once a year to gain views about access to the curriculum SENCo to take opportunities when meeting parents of children with physical/medical needs to gain their views and the views of their children</p>	<p>Children’s honest views about access to the curriculum and breadth and enjoyment of the curriculum known Children’s views influence practice</p>		
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**Sir John Barrow School ACCESSIBILITY PLAN 2018 - 2021**

**IMPROVING THE PHYSICAL ACCESS AT SIR JOHN BARROW SCHOOL**

An Asset Management Plan/Access Audit was carried out by \_\_\_\_\_ in \_\_\_\_\_ and a number of recommendations made:

To be included as part of building long term plan

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility
	Increase direct access, including wheelchair access, to outdoors from classrooms	Access from Year 4 Classroom to the outdoors and the zone including a ramp	By September 2021 (Funding permitted)		HT/Governors
	Improve wheelchair access in and out of school in Upper Key Stage 2	Investigate adding a ramp at the Y6 exit. Implement according to advice	Spring 2019 By September 2021		HT/Governors
	Improve playground facilities for children with physical/medical needs	In reviewing the KS2 playground, ensure children with physical/medical needs are consulted Ensure improved provision includes improvements for children with physical/medical needs	September 2018 By September 2019		HT/Governors
	Classroom and corridor decoration	Colour contrast door frames, skirting boards, carpeting and walls	When appropriate		HT/Governors

**Sir John Barrow School ACCESSIBILITY PLAN 2018 - 2021**

**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT SIR JOHN BARROW SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<p>The school further improves electronic method of reporting to parents.</p> <p>(parents/carers praised the positive impact of electronic reporting on communication)</p>	<p>Sustain and increase range of electronic methods – text/email/online payments/wattsapp/website</p>	<p>Increased methods of communication to suit varying needs of parent/carers</p>	<p>Autumn 2019</p>	<p>.</p>
<p>Improve communication to parent/carers of EAL children</p>	<p>SENCo to inform all EAL parents/carers of the translation resources available through school</p>	<p>Parents/carers with EAL fully aware of support available to understand written and verbal information</p>	<p>Spring 2019</p>	

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