



SIR JOHN BARROW SCHOOL

ACCESSIBILITY PLAN

2024 – 2027

Approved by ¹	
Name:	John Barrett
Position:	Chair of Governors
Signed:	
Date:	October 2024
Review date ² :	October 2025

¹ 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

² This document should be reviewed every 3 years



REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Updated all information following consultation with parents/staff and children	November 2018
7	Updated - factual information reviewed	November 2021
8	Reviewed in accordance with changes in model policy	October 2024

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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

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.

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.~~, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). 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. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.



5. 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.~~

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

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.

6. 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.

7. 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 230 children (including nursery) on roll. The proportion of children eligible for FSM is 15%. There are 43 children eligible for pupil premium (18%). There are no Looked After Children, 7 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 15 children with an EHCP (1 pending). Of these, 3 children have physical/medical needs; 1 child has a severe learning difficulty; 2 children have social/emotional needs; 5 children have a specific learning difficulty and 4 have speech and language needs. There are currently 32 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, and has decreased. There are currently 7 EAL children in school (3%). This includes Romanian, Norwegian, Shona, Ukrainian, Farsi, Ndebele, Malayalam and German. In addition one child lives with a French speaking parent and one child with a Finnish speaking parent, and one with a Portuguese 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. IWE have school nurse support for conditions such as epilepsy, diabetes and asthma and have contracted in a speech and language therapist for 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). We actively share good practice, contributing to the wider self-improving school system. Our Chair of Governors was a National Lead in Governance (NLG) and supports schools locally, Headteacher is an Associate General Advisor (AGA) with the LA 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.



8. DEVELOPMENT

8.1 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.

8.2 Information from Pupil Data and School Audit

Sir John Barrow School is an inclusive school.

- There are currently 15 children in school with EHCP plans and there are 30 children out of 230 (including nursery) on the SEND register (including EHCPs).

<u>Area of SEND</u>	<u>Number of children SEND with an EHCP.</u>	<u>Number of children SEND (No EHCP)</u>	<u>TOTAL</u>
Phys/Medical	3	0	4
Severe learning difficulty	1	0	1
Communication(Sp+Lan)	4	8	12
Social/Emotional/ASC	2	5	7
Specific learning difficulty	5	1	6
Pending		1	1
<u>TOTAL</u>	15	15	30

- 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.

8.3 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.

9. SCOPE OF THE PLAN

9.1 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
- ensuring staff training is a priority in order to support inclusion. This is monitored and organised by the school SENCo
- deploying skilled STAs, HLTA's and teachers to enhance teaching and learning where required.



- facilitating good communication with parent/carers by ensuring the SENCo is accessible and available
- making reasonable adjustments to our school trips and off-site visits and after school clubs
- conducting risk assessments to enable safe and positive engagement in all areas of the school curriculum.
- providing resources which enhance inclusion (ICT, adapted furniture etc.)
- offering additional support services e.g. counselling where deemed appropriate
- allowing pupil engagement through the School Council
- regularly updating our stock of books, our curriculum and our environment to mirror and demonstrate the community we live in
- encouraging parents and carers to engage with school in a variety of ways

9.2 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.

9.3 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.

9.4 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.

10.IMPLEMENTATION

10.1 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 provides 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.

10.2 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,

10.3 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.

10.4 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.



11.RELATED POLICIES

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

- Curriculum Policies
- ~~Single Equality Scheme/Objectives~~
- **Equality Action Plan and 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 2024 - 2027

IMPROVING THE CURRICULUM ACCESS AT SIR JOHN BARROW SCHOOL

Target	Strategy	Outcome	Timeframe	Achievement
Increase physical opportunities for children with physical/medical disabilities	Audit the physical environment on entry of any child with a physical/medical disability and every year, on transition to another classroom, to increase access to the curriculum	Any reasonable and necessary adaptations are made in good time to improve accessibility	Summer 2024/25/26	
Increase inclusion across the curriculum for children with physical/medical disabilities (From Staff audit)	On entry, review curriculum journey Nursery-Yr 6 on entry for each child with physical medical disability. Make adjustments in advance to increase inclusion Eg Classroom adaptations or resource provision or alternative for class	Advanced review of the curriculum leads to increased inclusion across the curriculum	On going	
Increase the school community's understanding of diversity and disability	Governor and staff training Action plan following training The curriculum includes explicitly teaching diversity The curriculum represents a diverse population	Children have an increased understanding of diversity in school, the local community, the national and across the globe Children demonstrate and understanding of British Values and their role in promoting these in the school community	Ongoing	

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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
	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		£500	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 2021 - 2024

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT SIR JOHN BARROW SCHOOL

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
The school further improves electronic method of reporting to parents.	Sustain and increase range of electronic methods – text/email/online payments/watsapp/website	Increased methods of communication to suit varying needs of parent/carers Questionnaires to give feedback as to how we can improve	Summer 2022	.
sustain communication to parent/carers of EAL children	SENCo to continue to liaise closely with all EAL parents/carers to ensure good communication and to pro-actively encourage the use of translation resources available through school	Parents/carers with EAL fully aware of support available and accessing support to understand written and verbal information	On- going	
Pro-actively help parent/carers to access support where required	SENCo/Family support manager to signpost EAL parents to support eg Adult learning programmes	Parent/carers with EAL to know what is available as support and to increase in confidence in engaging with the local community	On- going	

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