

Barham Primary School Disability Statement and Accessibility Plan

“STRIVING FOR EXCELLENCE”

Reviewed December 2022

Purpose of Plan

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), and the Disability Discrimination Act 1995 (DDA), as amended by the DDA 2005.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Governing Body of Barham Primary School is committed to a fair and equal treatment of all individuals regardless of disability and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aims

Our vision is to be inclusive, to be a school where every student is valued, challenged and nurtured in order to realise their potential and we believe that mutual respect and understanding create a vibrant learning community.

Barham Primary School is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment or victimisation of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

The Governing Body recognises the limitations to the speed of improvement resulting from the practicalities of the current site and buildings, the availability of finance and the duties to all members of the school community, and an Accessibility Plan to improve accessibility will be drawn up accordingly.

The aims of this statement and the Accessibility Plan are to ensure that Barham Primary School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant 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. 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. Where a current pupil develops a disability, either a temporary disability such as a broken leg, or a permanent disability, every effort will be made to put in place adjustments and

accommodations, as far as reasonably practical, to allow the pupil to access their normal curriculum. Risk assessments will be carried out to provide for this.

- 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.

Action Plans are available, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

This document is to be read in conjunction with the following policies:

- Equality Policy (including Equalities Information and Objectives)
- Teaching and Learning Guidelines
- Curriculum vision and guidelines
- Behaviour Policy
- Equal Opportunities Policy
- School Improvement Plan
- SEN Policy and Information report
- Child Protection Policy
- Anti-Bullying Policy
- Staff Acceptable Use Policy of ICT Systems
- Admissions Policy
- Health & Safety Policy
- Risk assessment policy

Definition of Disability

The Equality Act 2010 defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

In relation to the Disability Discrimination Act 2005 (DDA), Disability Equality in Education (DEE) recommended that all students with SEN and those with long-term medical needs be treated as disabled for the purposes of the DDA and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities. We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

The School’s Strategic Priorities

The whole school priorities identified will incorporate the needs of all members of the school.

Involvement of disabled people in developing a Disability Equality Scheme

It is the intention to consult with all stakeholders (students, parents/carers, staff and regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate reasonable adjustments. This consultation process will be on-going.

The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually.

Developing a voice for disabled pupils, staff and parents/carers

Monitoring, review and evaluation will be an integral part of the scheme.

Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/ implementation/ review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through all Committee meetings.

The scheme will be revised every three years.

Originator: Silvana Mazzaschi + Peter Haines

Governor: Daksha Thanki

Scrutinised and Ratified by Governing Body: December 2022

Date of Plan: December 2022

Next Review: December 20223

Barham Primary School Accessibility Plan

2021 – 2022

Improving the Physical Access to the School

S/M/L Term	Objectives	Area for Action	Resources Required	Timeframe	Responsibility	Monitoring
S	Continuing audit and review of access to and circulation within buildings, classrooms and corridors, and consideration of disabled access.	-Establish list of priorities for areas where improvements can be made (advice to be sought from students, staff, parents and voluntary organisations)	Time (Costs to be allocated once the list has been prepared)	On going	Peter Haines Tina Murray	
L	Ensure fire procedures take account of students and staff with disabilities, and control of disabled visitors. Increase site access to meet diverse needs of pupils, staff, parents and community users.	-Review number and capability of evacuation chairs for use in emergency and ensure staff are aware. -Update PEEPS -Speak with OT/Physio for evacuation advice -Identify accessible play equipment/ outside gym -Look into feasibility of a low arousal space (sensory room/ chill out) -Improve signage of evacuation procedures, internet safety, fire drill etc -Review new signage of room functions.	Time + training Purchase of evacuation chair (x2) PEEPs in place SENDCo to meet with OT/ Physio	July 2022 On going	Peter Haines Tina Murray	

S	Continuing audit and review of access to and circulation within buildings, classrooms and corridors, and consideration of disabled access	-Investigate additional lifts in KS2 are for disability access (Year 6 + Year 3 area) -Additional classroom in year 3 moved to first floor to enable current yr 2 child with muscular dystrophy to access next academic year.	Time (Costs to be allocated once the list has been prepared) Brent (JB)	June / July 2022 On going	Peter Haines Tina Murray	
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Barham Primary School Accessibility Plan 2021 – 2022

Improving Curriculum Access

S/M/L Term	Objectives	Area for Action	Resources Required	Timeframe	Responsibility	Monitoring
M	Ensure that the school is prepared to meet the needs of a student with disabilities and they have equal access to curriculum opportunities	-Continued consultation with parents and external agencies as appropriate. -Personalised curriculum. -Additional learning resources -Additional gate attached to outdoor area (R1+2/Year 6) to ensure safety of R SEND chn.	Time & consultation replies co-ordinated. Staffing requirements assessed. PEEPS	September 2021 On going	Tina Murray Peter Haines Karen Giles	

S	Ensure ICT appropriate for pupils with disabilities. Ensure basic resources are suitable for pupils with visual impairment.	-Review accessibility of ICT (including notepads & whiteboards) using specialist expertise e.g. MW. -Involve pupils in review of hard & software. -Prioritise new software to purchase. -Train LAs and admin staff on use of Communicate in Print. -Review resources especially in maths and science for children with a visual impairment.	Time & consultation replies co-ordinated	September 2021 On going	Natalie Dweh Paulette Williamson Tina Murray Visual Impairment team	
S	Audit the school library to ensure the availability of large font and easy read texts to improve access.	-Librarian to carry out audit with input from Literacy coordinator and SENCo. -Phonics check/ KS1+2 SATS-modified test papers.	Time and potentially investment in appropriate reading material	September 2020 On going	Jayshree Thakore	
S	Ensure all out-of-school activities are planned to allow for the participation of all students.	-Ensure trip approval documentation and risk assessments consider access for individuals with Disabilities.	Time Documentation may need updating – see risk assessment policy.	September 2021 On going	All Staff Lea Murray	

S	Create effective learning environments for all utilising feedback from pupil groups.	-Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. -Circulate "Reasonable Adjustments" Classroom Checklist to all staff. -Ensure all classrooms and resources are organised in accordance with pupil need. -Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 19/20 on Hearing Loss and ASD (BOAT training booked)	INSET time	September 2021 On going	SLT	
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Improving Access to Information

S/M/L Term	Objectives	Area for Action	Resources Required	Timeframe	Responsibility	Monitoring
M	Further availability of written material in alternative formats	<ul style="list-style-type: none"> -Consider alternative formats (such as large print and audio/digital formats) etc. as required for parents and students. -Nursery and Reception brochures to be available in different formats. -Website to have translator tool kit 	Administration time and resources	September 2021 On going	SLT	
M	Further training for raising awareness of disability issues and impact of SEND legislation	<ul style="list-style-type: none"> -Provide targeted training for governors, staff & students in supporting and accessing support and recognising need. -Reporting to Governors 	Time	June 2022 September 2021 On going	Tina Murray	