

ACCESSIBLITY PLAN

St Bartholomew's Primary School

Date agreed by Governing Board	July 2026
Signature of Chair of Governors	*Gwilym Jones*
Date to be reviewed by Governing Board	July 2027

This version supersedes all previous versions of this policy.

Introduction

St Bartholomew's School values the individuality of all of our children and staff. We are committed to giving our pupils every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all the children and adults within our school community. The achievements, attitudes and well-being of all our children matter.

Legal requirements

This Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014.

These acts place a responsibility on the Governing Board to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

Aims and objectives

All pupils will have access to appropriate teaching and learning and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

The objectives of this plan are:

- To ensure all disabled members of our school community are fully involved in school life and that disabled pupils are making good progress.
- To identify barriers to participation and find practical solutions to overcome these and, in particular, to do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils and staff.

Removing barriers

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

Definitions

Definition of Disability (Equality Act 2010):
A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.

Definition of Special Educational Needs (SEND Code of Practice September 2014): A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

This plan should be read in conjunction with the following policies: Equality Policy; Equality Objectives; Special Educational Needs and Disability Policy and Local Offer; Teaching, Learning and Assessment Policy; Behaviour Policy.

This plan summarises our response to the three areas specified by the Disability Act (see Introduction above). The school is also committed to making reasonable adjustments for individual pupils to ensure everyone can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

A. TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM

1. Pupils with SEND (Special Educational Needs or Disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting.
2. Where this is not possible, the SENDCO consults the pupil and parents about proposed flexible arrangements. The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.
3. Our SEND Policy, Local Offer and SEND Report outline the provision the school already has in place to support pupils with special educational needs and disabilities. This includes:
    - Identification of SEND at a very early stage through close liaison with nurseries, parents and carers, supported by individual provision maps and the SEND register.
    - Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.
    - Listening to pupil and parent/carer views and considering them in all aspects of school life.
    - Awareness-raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil within their tutor group.
    - Regular training opportunities for staff on of SEND and appropriate teaching and learning strategies.
    - Appropriate in-class support or guidance from trained TLAs (Teaching and Learning Assistants).
    - Specific specialist intervention to build skills (particularly for literacy

and numeracy) in small groups and/or adapted timetables.

- Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in intervention groups.
- Ready access for parents to staff, with ongoing home-school liaison.

B. TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE DISABLED PEOPLE ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL

4. The school environment already incorporates many features to ensure accessibility to persons with disabilities. These include:
   - access to the main school entrance: a designated disabled parking bay, ramp and handrails;
   - movement around the building: stair lifts to facilitate movement around the ground floor; no-step access from ground-floor classrooms to the main hall; for any year group that includes a child with physical disabilities making him/her unable to go upstairs, classrooms would be specifically allocated at the beginning of the school year to enable all their learning to take place on the ground floor;
   - accommodation within the building: designated disabled toilets in each block and the installation of a hearing loop for pupils with impaired hearing;
   - furniture: the procurement of suitable desks, chairs and office equipment when required;
   - information and communication technology: the selection appropriate hardware and software;
   - signage: the use of clear print on all signage in and around the school.
5. In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how the needs of pupils can be met on school journeys and educational visits.

C. TO IMPROVE ACCESS TO THE CURRICULUM FOR DISABLED PUPILS

6. Teachers and TA's will use specific strategies to enable learning and participation in a broad and balanced curriculum, finding ways in which all pupils can take part in sport, music and drama.
   a) out-of-school activities and school trips are planned in such a way that pupils with disabilities can participate.
   b) we use language that does not offend and make staff and pupils aware of the importance of language.

c) reading books and other resources contain positive images of people with disabilities.

7. The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

8. We seek and respond to guidance from the parents/carers and the children and we follow DfE guidance in administering statutory tests to make them accessible to all children.

D. TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PERSONS, SO INFORMATION IS AS AVAILABLE AS IT IS FOR PERSONS WHO ARE NOT DISABLED

9. Teachers and TAs will consider the needs of each SEND pupil and provide accessible learning resources for them. The office staff will similarly consider the needs of any parent/carer/visitor who is disabled to their accessibility to the school.

10. In addition, the school makes the following available as appropriate:

    a) Differentiated resources with particular attention to reading age, plain English, images and layout.

    b) Laptops and other digital technologies including voice activated software for use in lessons

    c) Coloured overlays for text.

    d) Tactile resources.

    e) Readers and/or scribes in exams, where appropriate.

11. The following opportunities to improve further will be explored:

    a) Opportunities provided by digital technologies.

    b) Regular clear and relevant information to parents in home language if required.

E. STAFFING/OUTSIDE AGENCIES

12. When advertising posts, interviewing applicants, or deciding on appointments, Governors and staff will follow prescribed procedures and will not discriminate against people with disabilities.

13. All members of staff are entitled to professional development and training and are expected to take advantage of a continuous programme of professional development including training on the needs of SEND pupils.

14. Should a member of staff become disabled, the Governing Board will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

F. RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All school leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Board is responsible for the approval of this plan.
- A named governor has responsibility for keeping the Governing Board informed of any new regulations and ensuring that the school's procedures

are in line with those of the LA, liaising with the Local Authority (LA) and other external agencies as required.

- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils' needs.

G. MONITORING AND REVIEW

This plan will be reviewed at any time on a request from the Governors, or at least once every two years.