Access Plan 2025 - 2028

The Purpose of this Plan

This plan shows how Barton Church of England Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Disability and Barton Church of England Primary School: 'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'- the Disability Discrimination Act, 1995 definition of disability.

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Barton Church of England Primary School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the full Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Access to this plan: This plan will be published on our website. It will also be made available on request to any current or prospective parent who requests it. We will also hand this plan to any parent of a child with disabilities who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.
The School's Equality Policy ensures that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEND Policy as well as its Equalities Policy.

Supporting Policies:

- Equalities Policy
- SEND Policy
- Curriculum Policies
- Behaviour and Anti-bullying

Current Situation:

- The school was built 1842 and was further extended in 2004. Although there are different contours on the sight – the school is predominantly on one level with one upstairs room situated in class one.
- The school entrance is a ramped and all areas within the school are accessible for wheelchair access.
- All areas of the school can be accessed from the main entrance.
- There is one disabled toilet and with hand rails and low mirror.
- There is disabled access through the main gate onto the playground. Parking would need to be on the main road to access this entrance.
- All teaching rooms have electronic white boards.

Current Range of known disabilities:
At present we have one wheelchair dependent pupil and no parents or members of staff.

The school has children with a range of disabilities which include moderate and specific learning disabilities and medical conditions.

Accessibility Plan

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	**Strategies**	**Responsibility**	**Time-scale**	**Success Criteria**
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if required	SENDCo	Ongoing depending upon pupil needs.	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Purchase and implement new software to support pupils' learning.	SENDCo	Ongoing. Use software to support SEND. Use easy spelling aid	Pupils able to access tailored support and curriculum improving outcomes.
All educational visits to be accessible to all	Risk Assess visit using information provided by venue and preliminary visit. Ensure venue is suitable for all pupils. Put in place measures to reduce risk such as additional one to one support.	SENDCo, Group Leader, Educational Visits Leader, Head Teacher.	On-going	All pupils able to access school visits ensuring equality of opportunity.

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Responsibility	Time-scale	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IPM or PCP when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process. Where necessary apply for Emergency funding to accommodate pupil's needs (within 6 weeks)	SENDCo and Head Teacher	As required Induction and on-going if required	IPMs and or Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issue
Improve external and internal environment access for everyone	Remove trip hazards. Mark edge of steps. Keep corridors clear. Provide sensory/ quiet room.	SENDCo and Head Teacher	Ongoing maintenance and premises management. Sensory room completed.	Reduced risk of slips, trips and falls. Quiet space provided for children to take time out, reflect and pray.
To improve the signage to be suitable for all	Investigate signs throughout the school to include pictures for all to understand.	SENCo	Get a quote 2026	All children to understand signage throughout the school

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Responsibility	Time-scale	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School administrator will support and help parents to access information and complete school forms	School Administrator and IT technician	During induction On-going	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information.
Ensure all staff are aware of guidance on accessible formats	Staff CPD on dyslexia and accessible information and resources	SENDCo	On-going	Staff able to support pupils with dyslexia leading to improved self-esteem and pupil outcomes.
Provide information in other languages for pupils or prospective pupils	Contact EAL unit at LA to provide support and resources.	Head Teacher	As required	Pupils integrate quickly into school and are able to access the curriculum.

Review frequency: Every three years.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the Headteacher.

Legislation: Equality Act, 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Written by	Amy Crisp
Ratified by Governors	March 2025
Date for Review	September 2028
Signed – Head teacher	
Signed - Chair of Governors	J Lang