

## **ACCESSIBILITY PLAN FOR BARLEY LANE SCHOOL – Updated December 2023**

### **Section 1: Vision statement**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Barley Lane School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Development and Review:

The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy. The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

## Section 2: Aims and objectives

Our aims are to:

- ☑ Increase access to the curriculum for pupils with a disability
- ☑ Improve and maintain access to the physical environment
- ☑ Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Pathways created to meet individual needs.	An updated curriculum model is being implemented to ensure pupils continue to make excellent progress towards challenging objectives.	Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners.	Subject Leaders/ Head of Teaching & Learning	On-going
Maintain access to the physical environment	Ramps leading out of the building enable students with physical disabilities to access outside.	There are no access issues to the ground floor but a lack of lift means upstairs is inaccessible.	Continue to review pupil access to ensure a positive impact on learning and what we can offer our students.	Head teacher	On-going
Improve the delivery of written information to pupils	Majority of students can read and information is displayed around school. Classes display timetables and	SLT are continuing to review the effectiveness of communication strategies across the school.	On-going reviews of communications to/with students.	SLT & Teaching Staff	On-going

	information using words and symbols. These are continued throughout the school.				
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**Section 3: Access audit**

Feature	Description	Actions	Person Responsible	Date to be completed by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times.	Maintain and ensure access.	Site supervisor	Ongoing
Corridor access	Corridors are accessible from all classrooms. Some classrooms have exterior exits to the school car park.	Ensure pupil equipment does not block corridor. Exterior doors to remain locked if students are onsite and until students are called for their taxis.	Site supervisor/ Headteacher	Ongoing
Parking bays	Disabled parking bays marked.	None required.	Site supervisor	Ongoing
Entrances	Key-fobbed front door, enclosed reception/office. All exterior doors have locks. Front gate is also key-fobbed as well as having keyed access.	None required.	Headteacher/Site supervisor	Ongoing
Toilets	Specific accessible disabled toilet.	Ensure regular service and cleaning.	Site supervisor	Ongoing
Reception area	Accessible to wheelchair users via ramp into the building from the car park.	None required.	Headteacher	Ongoing
Internal signage	Large signs in place throughout the building.	None required.	Headteacher	Ongoing
Emergency escape routes	Fire evacuation plan in place.	Ensure weekly testing of system and maintenance. Fire evacuation plan to be tested termly.	Site supervisor/ Head teacher	Ongoing