

William Barnes Primary School

Accessibility Plan

2021 to 2024

Date agreed: 28th March 2022

Review date: Spring

Developed by: Karen Wrixon, Headteacher and the Environment Committee

Approved by: the Full Governing Body

1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

2. School context

William Barnes Primary School

Our Curriculum Statement



| School Context | |
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| Rural Setting with valued Traditional Events Historical Mill and Countryside An Inclusive School, serving a Diverse Community Diverse and Fluctuating Cohorts | Expanded Farming Community Local Authority run School Thriving Community Hub (The Exchange) Local Opportunities for Sport |

7.1.1.1 Our curriculum philosophy

What do we believe makes a good curriculum?

Inclusion

Progression and continuity in the curriculum

Preparing pupils for life- lifelong resilience, mental and physical wellbeing

A connected, relevant, personalised, broad, balanced and rich
curriculum

Strong relationships with all stakeholders

How do we deliver it?

Growth Mindset Ethos

Community Links

Connected Curriculum

High Quality Learning Behaviour

Attachment Friendly Understanding

Our curriculum threads

Passion for reading

Outdoor Education and Environment

Cultural Capital

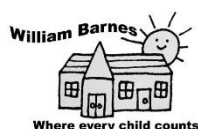
Oracy and Vocabulary

Global Learning Ethos

Eco Friendly Development

Mental and Physical Wellbeing

Widening Opportunities for All



The National Curriculum

See subject overviews and learning organisers

William Barnes Primary School

Generic INTENT

| Vision | | Mission |
|--|--|--------------------------|
| *An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning | *Preparing all children for life *A high-quality professional team *Taking pride in all our achievements *High standards of behaviour | Where every child counts |
| <p>Excellent teaching gives children the life chances they deserve...Enjoyment is the birth right of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</p> | | |
| <p>Preparing Children for Life</p> <p>We believe that we are preparing children for 21st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p> | | |
| <p><u>Aims and Objectives</u></p> <p><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> To be set appropriate and stimulating learning challenges To be taught well and be given the opportunity to learn in ways that maximise the chances of success To be given quality feedback which highlights successes and areas for improvement. To have adults working with them to tackle the specific barriers to progress they face. <p><u>It is also our aim that:</u></p> <ul style="list-style-type: none"> Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life. Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts. Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy. | | |
| <p><u>Knowledge and Skills</u></p> <p>As a school, we believe in the equal relationship between knowledge and skills in our curriculum.</p> <p>We believe that:</p> <ul style="list-style-type: none"> Knowledge can be declarative (to know that) or Procedural (to know how). Both these forms are important and that Declarative knowledge is turned into Procedural knowledge through action and the act of applying. | | |

| | |
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| <ul style="list-style-type: none"> • Skills can be Procedural knowledge as a result of the application of Declarative knowledge. • Skills can be linked to dispositions and behaviours. <p>In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.</p> <p>We prefer to see the debate laid out as:</p> <div> <p>Knowledge → Comprehension → Application → Evaluation</p> </div> | |
| <p><u>Global Community</u></p> <p>We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.</p> | <p><u>Parents</u></p> <p>“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)</p> |

The school serves the local community in the small Dorset town of Sturminster Newton. The school is situated on a large site but the accommodation is quite old and there are three mobile classrooms, albeit recently refurbished.

Planned additional housing in the town have not materialised so the school continues to have capacity for additional numbers.

The school has not yet joined a MAT (multi-academy trust) and remains under the control of the Local Authority.

There are 169 children on role.

3. Vision and aims

Our aim is for everyone at William Barnes Primary School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities, and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At William Barnes Primary School all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans and Pastoral Care Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 2021/22 academic year, 17% of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Communication and interaction needs

Cognition and learning difficulties

Social, emotional, and mental health difficulties

Sensory and/or physical needs

Children with disabilities are fully included in school life, clubs, and school trips.

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of William Barnes Primary School. This told us that:

- The Year 4 mobile needed wheelchair access
- The Pod needed blinds to cut glare
- Link Governors would discuss accessibility to the curriculum at Link visits.

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- relevant specialist services.

These consultations told us that:

Not all parents are aware where the accessibility plan can be found.

9. Current good practice

Access to the curriculum

At William Barnes Primary School, we have improved access to the curriculum for pupils with a disability through the following means:

- Using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g., English and maths
- Remote education provided to those who need to self-isolate
- Providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- Offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD and attachment disorder on learning;
- Organising classrooms so that they promote the participation and independence of all pupils;
- Modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).

- All out of school activities are planned to ensure the participation of the whole range of pupils;
- Training for governors in terms of Raising Awareness of Disability issues
- To deploy Teaching assistants effectively to support pupils' participation.
- Staff CPD on SLCN
- Staff CPD on dyslexia

The physical environment

At William Barnes Primary School, we have improved the physical environment of the school to increase access for pupils with a disability by:

- Providing flat or ramped access to all school entrances;
- Dedicating 1 parking bay outside the main school entrance for pupils and families, and visitors with a disability which can be accessed on request;
- Providing an accessible toilet;
- Adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- Ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- Removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- Applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- Providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- Ensuring laptops, plumbing, and heating are regularly serviced and not too noisy wherever possible.

Access to information

At William Barnes Primary School we make written information more accessible to pupils with a disability by:

- Modifying written information so that this is available in large print for pupils with a visual impairment;
- Adhering to guidelines from specialists regarding the presentation of all written information, paying attention to layout and colour;

- Using social stories and picture symbols to explain school rules for pupils who benefit from this.

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy.

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at William Barnes Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored by the Environment Committee and endorsed by the Full Governing Body.

The William Barnes Primary School Complaints Procedure covers the Accessibility Plan.

12. Accessibility Action Plan

| Increasing access to the curriculum | | | | | | |
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| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them. | <p>Staff training requirements identified. Guest speakers, school professionals, CPD Attachment training 2020/21</p> <p>SLCN for teachers</p> <p>Dyslexia training TAs January 2022- KW to discuss with teachers March 2022</p> <p>Dorset STEPS training KW and JN– 2021/22</p> <p>Link Governors to discuss this on visits in 2022.</p> | <p>Headteacher</p> <p>All staff, including support staff</p> <p>SENCO</p> <p>Responsible Governor</p> | <p>When a new child joins school with needs that need training</p> <p>At Performance management of staff</p> <p>Whole school training January 2021, core group February 2021, April 2021 onwards- ongoing staff training</p> <p>TAs January 2022</p> <p>Teachers- March 2022</p> <p>KW and JN Dorset STEPS 2022</p> | 3 days supply JN and KW SEN reading and spelling assessments | <ul style="list-style-type: none"> Pupils and their families feel supported and their needs understood Less exclusions | <p>Attachment training completed for whole staff October 2021</p> <p>TAs met with SENNs specialist teacher 11/01/22</p> |
| All out of school activities need to be planned in advance to ensure that all | Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the | Headteacher and responsible governor | As trips planned | 1 to 1 provided as necessary | <ul style="list-style-type: none"> No out of school activities are planned without consideration of how pupils with a | |

| Increasing access to the curriculum | | | | | | |
|---|--|--|-------------------------|-----------------|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| pupils with a disability are able to take part. | <p>need to provide reasonable adjustments through CPD training</p> <p>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</p> <p>Consider any reasonable adjustments</p> | <p>Senior Leadership Team</p> <p>Outdoor Education Leader</p> <p>Individual class teachers and SENCO</p> | | | <p>disability will be included;</p> <ul style="list-style-type: none"> • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended school activities and sporting events • Pupils and their families feel included in out of school activities. | |
| To ensure classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement a preferred layout of furniture and equipment for an individual child in individual class bases. | <p>Headteacher and responsible governor</p> <p>SLT</p> | As needed | | All children able to fully participate in all lessons. | |

| Increasing access to the curriculum | | | | | | |
|---|--|---|--|-----------------|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| To deploy Teaching Assistants effectively to support pupils' participation. | <p>Link Governors to discuss this on visits in 2022.</p> <p>Ensure staff skills are matched to pupil needs.</p> <p>Link Governors to discuss this on visits in 2022.</p> | <p>Individual class teachers and SENCO</p> <p>Senior Leadership Team</p> <p>Individual class teachers and SENCO</p> | Start of every school year and as needed | | <ul style="list-style-type: none"> Pupils and their families feel supported and their needs understood; Governors to monitor the deployment of TAs to support pupils with SEN at Environment Committee meetings. | |
| Training for Governors in terms of Raising Awareness of Disability issues | Provide training for governors within school. | <p>Headteacher and responsible governor</p> <p>Senior Leadership Team</p> | As needed | | <ul style="list-style-type: none"> Pupils and their families feel supported and their needs understood; Governors to gain increased awareness of the issues surrounding | |

| Increasing access to the curriculum | | | | | | |
|-------------------------------------|----------------------------|-------------------------------------|-------------------------|-----------------|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| | | Individual class teachers and SENCO | | | accessibility for pupils with SEND. | |

| Improving the physical environment | | | | | | |
|--|--|--|-------------------------|-----------------|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| <p>The outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> car parking; external lighting. Ramp to Year 4 mobile | <p>Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas</p> <p>Ensure lighting to car park is operational, adequate and considers pollution and local issues;</p> <p>LA are fitting ramp to Year 4 mobile summer 2022</p> | <p>Headteacher & Janitor</p> <p>Responsible Governor</p> | Ongoing checks | | <ul style="list-style-type: none"> The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; Pupils with disabilities and their families are easily and quickly able to access the school building | |

| Improving the physical environment | | | | | | |
|---|--|--|-------------------------|-----------------|---|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| <p>The internal areas of the school require improvement to ensure that pupils with physical difficulties can access the school environment. Specifically, the:</p> <ul style="list-style-type: none"> Entrance area Blinds for pod | <p>Replace internal security doors to allow wheelchair access.</p> <p>Consider moving external door toward road to create more space for wheelchair access and enabling simultaneous use of area by others.</p> <p>Consider installation of a loop hearing system for the counter.</p> <p>Blinds to be ordered for the pod</p> | <p>Headteacher</p> <p>Responsible Governor</p> | Ongoing | | <ul style="list-style-type: none"> The entrance to the school is welcoming and safe to all; Pupils and their families feel needs are met; | |
| Improve signage and aids for visual and hearing impaired | Consider locating colour and tactile signs | <p>Headteacher</p> <p>SENDCo</p> | Ongoing | | | |

| Improving the physical environment | | | | | | |
|------------------------------------|---|----------------------|-------------------------|-----------------|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| | | Responsible Governor | | | | |
| Improve disabled access to Year 4 | LA will fit a ramp in summer holiday 2022 | LA | Summer 2022 | | Ramp to Year 4 entrance and fire exit fitted | |

| Making written information more accessible | | | | | | |
|---|--|-----------------------|-------------------------|-----------------|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website | The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. | Headteacher and SENCO | Ongoing | | <ul style="list-style-type: none"> All future written information is designed with the specific needs of disabled pupils in mind; Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; Delivery of said information to disabled pupils and their parents is improved and | |

| Making written information more accessible | | | | | | |
|--|---|---------------------|-------------------------|-----------------|---|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| | and class teachers supporting pupils with specific needs. | | | | and confident that their needs are being met. | |
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| Document version control | |
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