William Barnes Primary School

Accessibility Plan

10/24 to 10/25

Developed by	F Locke, Head teacher; D Maynard, SENDCo
Date agreed by the FGB	18.11.2024
Review date	November 2025

1. Introduction

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

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

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

a) increase access to the curriculum
b) improve the physical environment of the school
c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

2. Vision and aims

Our aim is for everyone at William Barnes to feel part of the school community. We are committed to making our school as accessible as possible. 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. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At William Barnes, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
    a) the child
    b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

William Barnes is a 4-11 primary school in a North Dorset market town. There is a significant amount of social housing and Social Services has its North Dorset offices in the town. There is also a Family Hub here and the North Dorset Locality base. Families have been re-housed in Sturminster Newton following DV/family breakdown etc. As a school we have a lower-than-average stability of 66%.

Sturminster Newton families have considerable choice when choosing their child's primary education; there are 7 prep. schools and 8 village primaries within easy driving distance. As a result, the school is not representative of the population of Sturminster Newton as a whole, with a larger proportion of low-income families. Most indices of deprivation for the area are higher than the Dorset average.

William Barnes was originally built in 2013. It is a smaller than average school with 160 pupils on roll, in 7 classes (YR - Y6). Cohort sizes vary from 14 - 32. The PAN is 30. We have a private nursery on our site that takes children from 2 years of age. Most of these pupils transition to William Barnes. We offer wrap-around care in the form of a breakfast club from 7:30am and an after-school club until 5:15pm. We currently have 160 pupils on roll.

We have the Gold School Games Mark and the Music Mark. Staff in the school are trained in Therapeutic Thinking. The school is working with the North Dorset Head teachers as part of the School Partnership Programme's peer review process.

The school Vision and Values: Every Child Counts; all children have the ability and right to be the best they can be. We believe in high academic achievement for all alongside fostering a love of learning and developing a well-rounded child. We take pride in our happy and inclusive culture, alongside our rich curriculum.

Our school has an outdoor swimming pool, used in the summer, with changing rooms and a shower. This is approached by a slope. The main building contains offices, staff room, toilets and the KS1 classrooms. KS1 playground is at the side of this building, facing the school car park. There is access to this playground through the Reception and Y1 rear fire doors, and through double gates next to the school office. The school hall and kitchen is a separate block, built in ?? . This is where lunch, assemblies, indoor PE lessons and wraparound care takes place.

There are steps up to the hall, with wheelchair/pushchair access through the rear fire doors. Attached to the hall is a privately-run nursery with a separate outdoor play area. The sloped path that runs alongside this play area is a pedestrian access to the nursery and our school.

Access to the school is up a steeply-sloped driveway. The carpark is directly outside the school gates, with the closest space being a marked disabled parking bay. The disabled toilet is near the main front office. The KS2 classrooms are a double mobile and a triple mobile (containing the library, the children's cloakroom & toilets, and two classrooms) sited to the left of the KS2 playground. Both mobiles can be accessed by either a ramp or stairs.

The KS1 playground is a large, level space with low-level toys. There is a climbing frame that would present a challenge for some physical disabilities.   The KS2 playground is a combination of level and slightly sloped hard surface, sloped grass and level hard-surface pitch/playground at the top of the grass. This area is accessed across the grass, or via a concrete slope.

The school buildings are maintained by LA-approved contractors as needed.
A copy of our floorplan is available for contractors upon request.

5. Pupil data

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

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities/needs and how to support them.

Current pupil data shows that at the start of the 2024 academic year, 9.4% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Hearing
Vision
Urinary
Kidney
Bowel incontinence
Dyspraxia
Attention –deficit/Hyperactivity Disorder
Autism Spectrum Disorder
Ehlers danlosDanlos syndrome

To ensure our pupils are able to participate fully in school life we employ a variety of strategies and resources to reflect the needs of pupils including:
- Work with external agencies and implement their recommendations of support
- Ipads or computers available to support children with writing, spelling and reading difficulties
- Coloured overlays or coloured paper for children with visual difficulties or dyslexia
- Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc
- Sensory area
- Class visualisers

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- Monitor and observe use of equipment to ensure effective use
- Risk assessments to take into account specific needs of children and support required on trips

- Staff meetings addressing inclusive practice and SEND procedures

6. Audit

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

- An audit of books used for curriculum and Reading for Pleasure should have a focus on increasing the visibility of protected characteristics.
- Y4 fire exits need additional checking due to ledges or steps.
- Acoustic checks may need to be undertaken in the school hall.
- Continuing steps can be taken to ensure written material shared with parents/carers is accessible.

7. Consultation

In developing our Accessibility Plan, we have consulted with:

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

These consultations told us that:

[Add a few bullet points highlighting key feedback from your consultation]

Commented [FL1]: To be done.

Commented [FL2]: To be completed.

8. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

[Insert a few bullet points relevant to your school here].

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

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[Insert a few bullet points relevant to your school here].

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

[Insert a few bullet points relevant to your school here].

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

[List sources of advice and information used].

10. 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 and safety policy (including off-site safety)
- Behaviour policy
- School development plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at William Barnes 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 Governors, SENDCo, Local Authority H&S, Safeguarding and Education leads for the school.

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This Accessibility Plan runs for 3 years and will be updated in September 2027. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The William Barnes complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1		
What outcome do we want to achieve?	Improve scaffolding to enable all pupils to access the curriculum.	
What actions will we take to achieve this?	Staff CPD TA meetings	
How can we tell if this is successful?	All children will be able to access the learning in the classroom. Scaffolding will be faded at an appropriate speed to ensure independent success at skills being taught.	
When will this work be done?	Spring Term 2025	
Approximate cost	[time]	
Responsible person(s)	Head teacher; Teaching and Learning lead	**Date complete**	

Outcome 2		
What outcome do we want to achieve?	Increased visibility of protected characteristics in whole-class literature.	
What actions will we take to achieve this?	Audit current books read with classes. Identify books with a range of protagonists. Engage pupil voice to help with text selection.	
How can we tell if this is successful?	Class literature allows pupils to be engaged and empathise with the lives of people in a range of circumstances.	
When will this work be done?	Academic Year 2024-25	
Approximate cost	£4800	
Responsible person(s)	Head teacher; English lead	**Date complete**	

Outcome 3		
What outcome do we want to achieve?	Allow misconceptions to be 'caught' and addressed more rapidly.	
What actions will we take to achieve this?	Moving to more precise and regular Checks for Understanding using key pedagogical techniques. This will require regular CPD and lesson drop-ins and professional dialogues.	
How can we tell if this is successful?	Lesson drop-ins will show that teachers are clear about each pupil's level of understanding, and that they intervene appropriately.	
When will this work be done?	Ongoing CPD process, beginning Autumn 2, 2024	
Approximate cost	Show-me boards, pens, texts for staff, CPD time, cover for subject leads to monitor.	
Responsible person(s)	Head teacher; Teaching and Learning/English lead; maths lead.	**Date complete**	

Improving the physical environment

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Outcome 1			
What outcome do we want to achieve?	Ensure all fire exits are accessible for potential pupils with physical disabilities affecting their mobility.		
What actions will we take to achieve this?	Liaise with Local Authority Premises, SEND and Health & Safety advisors re. fire exit audit.		
How can we tell if this is successful?	Advisors will approve safety/accessibility of Y4 fire exit.		
When will this work be done?	ASAP		
Approximate cost	Unknown		
Responsible person(s)	Premises Responsible Person; LA	**Date complete**	

Outcome 2			
What outcome do we want to achieve?	Ensure all sloped areas around the school are appropriate and accessible for potential pupils with physical disabilities affecting their mobility.		
What actions will we take to achieve this?	Liaise with Local Authority Premises, SEND and Health & Safety advisors re. accessibility of these areas.		
How can we tell if this is successful?	Advisors will approve these areas as appropriate and accessible.		
When will this work be done?	ASAP		
Approximate cost	Unknown		
Responsible person(s)	Premises Responsible Person; LA	**Date complete**	

Outcome 3			
What outcome do we want to achieve?	Good quality acoustics available throughout the school.		
What actions will we take to achieve this?	Investigate needs for soundboards or other alterations, particularly in the school hall and KS2 classrooms.		
How can we tell if this is successful?	Pupil voice
Acoustics audit recommendations carried out.		
When will this work be done?	ASAP		
Approximate cost	Unknown		
Responsible person(s)	Premises Responsible Person; LA; SENDCo	**Date complete**	

Making information more accessible

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Outcome 1		
What outcome do we want to achieve?	All school-created written information for parents/carers is checked for accessibility.	
What actions will we take to achieve this?	Share SCULPT Guidelines with all staff.	
How can we tell if this is successful?	Communications with parents/carers are accessible and of an appropriate lexile level.	
When will this work be done?	From Spring Term 2025	
Approximate cost	[time]	
Responsible person(s)	Head teacher; all staff	**Date complete**	

Outcome 2		
What outcome do we want to achieve?	Greater understanding of use of text-to-speech and speech-to-text options within the classroom.	
What actions will we take to achieve this?	Liaise with other schools & the SENDCo. network	
How can we tell if this is successful?	Use of text-to-speech and speech-to-text if appropriate, without reducing a child's opportunities to develop literacy skills alongside other pupils.	
When will this work be done?	Summer Term, 2025	
Approximate cost	Unknown	
Responsible person(s)	SENDCo.	**Date complete**	

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