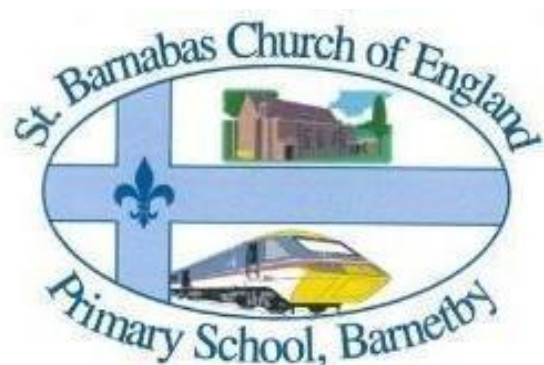


St Barnabas & St Helena's C of E Primary School Federation

"Learning Together to Unlock Our Potential"



Accessibility Policy and Procedure 2026

Policy Uploaded to Website	Autumn Term 2026
Review Date	Spring Term 2028
Author	SEND Leader

St Barnabas and St Helena's Federation provides for the additional needs of disabled pupils who have special educational needs (SEND). One of our aims is to plan to increase, over time, the accessibility of school for disabled pupils, staff and visitors. A person has a disability if he or she has 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.

St Barnabas and St Helena's Federation publish information about the accessibility plan on the school website.

As a school, we will work alongside the LA in order to:

- **Increase access for disabled pupils and parents to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- **Improve access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- **Improve the delivery of written information to disabled pupils and parents.** 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: newsletters, handouts, timetables, text books 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 time frame, on request.

Key Aims

- To ensure all disabled pupils are fully involved in school life and are making good progress;
- To identifying barriers to participation and find practical solutions to overcoming these;
- 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. Principles

Compliance with the Equality Act is consistent with vision, values and equal opportunities policy and SEN information report;

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an accessibility plan;

In performing their duties governors have regard to the Equality Act 2010;

St Barnabas and St Helena's Federation recognises and values the young person's knowledge of their disability and the parents'/carers knowledge of their child's disability;

- Recognises the effect their disability has on his/her ability to carry out activities;
- Respects the parents' and child's right to confidentiality;

St Barnabas and St Helena's Federation provides all pupils with a broad and balanced curriculum that is adapted, personalised and age appropriate.

How the curriculum is delivered

All our teachers and teaching assistants are experienced in giving support to those pupils who have varying learning needs, and as a school we are aware of how to access Local Authority services and training in order to support all our pupils and those who are in need of additional support to access lessons.

Key stage 2 classes are made up of two-year groups, with key stage 1 and FS being one year group. In terms of learning, all lessons cater for this diversity by adopting a variety of teaching styles and providing inclusive, quality-first teaching appropriate to all learner's needs. Classrooms are organised to facilitate independence and accessibility for all pupils including wheelchair users.

All pupils are encouraged to take part in all aspects of our creative curriculum and immersive learning. If a pupil finds a particular aspect of the curriculum difficult to experience, then we seek appropriate advice from LA experts in order to maximise the pupil's involvement. When writing and reviewing Individual Education Plans or Education Health Care Plans (EHCP), we give careful consideration to the particular needs of pupils.

All pupils will be expected to reach educational targets of which they are capable.

Increasing access for disabled pupils to the school curriculum

- This includes teaching and learning and the wider curriculum of St Barnabas and St Helena's Federation, such as participation in after school clubs, leisure and cultural activities or school visits. Our Special Educational Needs and Disability Policy, Local Offer and SEND Information Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND). This includes:
- Identification of SEND at a very early stage, supported by the Graduated Approach plan and the SEND register;
- High quality teaching from all members of staff;
- 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;
- Regular training opportunities for staff on SEND and appropriate teaching and learning strategies; • Increasingly specialised in-class support or guidance from trained Teaching Assistants;
- Specific intervention to build skills (particularly for English and Maths) 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 pupils;
- Special access arrangements for internal and external exams;
- Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in intervention groups;
- Regular meetings and conversations with parents and ongoing home-school liaison;
- A structured Y6/7 transition programme for vulnerable students;
- Multi-agency support coordinated by the school's SEND Leader.

Improving access to the physical environment of St Barnabas and St Helena's Federation

- This includes improvements to the physical environment of the school and physical aids to access education. The school environment already incorporates many features to ensure accessibility to pupils with disabilities. These include:
- Disabled toilets;
- The use of physical aids to support learning, such as writing slopes, sensory cushions etc. and specialised resources (e.g., foot blocks, scissors, non-slip mats, sit and move cushions, wedges, pencil grips)
- Consult with external agencies to support the specific needs of individuals
- Extra transition for vulnerable pupils when needed
- Specialist advice from other professionals such as Physical Disabilities Team, Hearing Support
- Extra time for assessments
- Staff informed of individual children's needs
- One level entrance which ensure full access to the school site, including outdoor areas;
- Visual timetables
- Adaptations to the presentation of information e.g., background colour for slides, coloured overlays, size and style of font.

Improving the delivery of written information to disabled pupils

This includes planning to make written information that is normally provided by each school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information takes account of pupils' disabilities and pupils' and parent's/carer's preferred formats and be made available within a reasonable time frame.

Teachers and Teaching Assistants consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. In addition, the school makes the following available as appropriate:

- Adapted resources with particular attention to reading age, plain English, images and layout;
- Laptops/iPads and other digital technologies;
- Voice activated software for use in lessons;
- Coloured overlays for text;
- Tactile/sensory resources;
- Readers and/or scribes in exams, where appropriate.

Financial Planning and control

The Headteacher, Senior Leadership Team (SLT) and the Business Manager review the financial implications of the Accessibility Plan as part of the normal budget review process.

Accessibility Action Plan - Next Steps

Improving access to the Curriculum

<u>Accessibility Outcome</u>	<u>Action to ensure Outcome</u>	<u>Who is responsible?</u>	<u>Long, medium or short-term</u>
Staff's confidence will be raised when applying strategies for differentiation and increased pupil participation.	Increase confidence of all staff in differentiating the curriculum. Be aware of staff training needs on curriculum access. Assign CPD for Occupational Therapy for fine and gross motor skills and support staff with strategies for children with SEMH. Online learning modules if required.	SENDCO All staff	Medium Term
Every child will have full access to the wider curriculum.	Staff will ensure that work and the recording of the learning is differentiated appropriately in order to allow all pupils to access every topic.	SENDCO All staff	Medium Term
ICT software will be used to support learning when needed.	Make sure software is installed where needed for visual impairment and learning difficulties. Increase the use of SEND resources in the classroom. Purchase relevant IT hardware and software.	SENDCO All staff	Long Term
All educational visits will be accessible to all.	Develop guidance for staff on making trips accessible, incorporating parent and pupil voice. Ensure each new venue is vetted for appropriateness and an additional risk assessment is completed when needed. All pupils in school will be able to access all educational visits and take part in a range of activities.	SENDCO All staff	Long Term

Physical Improvements to the Environment

<u>Accessibility Outcome</u>	<u>Action to ensure Outcome</u>	<u>Who is responsible?</u>	<u>Long, medium or short-term</u>
All members of staff will be aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	To create access plans for individual disabled pupils as part of the GSPs process when required. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access needs during recruitment process.	SENDCo All staff	Long Term
The layout of the school will allow access for all pupils, staff and visitors to all areas.	Consider the needs of disabled pupils, parents/carers or visitors. Ensure that all routes are disability friendly, such as adaptations for visual needs, appropriate ramps, disabled parking/toilets.	SENDCo SLT Caretaker	Short Term

Improving provision of Information

<u>Accessibility Outcome</u>	<u>Action to ensure Outcome</u>	<u>Who is responsible?</u>
Information to parents/carers will be reviewed regularly to ensure that it is accessible and up to date.	Provide information and letters in clear print and in "simple" English. School office staff and SEND Leader will support and help parents to access information and complete school forms.	SEND Leader Business Manager.
Improve the delivery of	Provide suitably enlarged, clear	SEND Leader

information in writing in an appropriate format.	print and Widgits for visual support. in addition to other appropriate aids such as writing slopes and overlays.	
To improve communication with pupils and parents	Ensure website is clear, simple and easy to use. Use of a range of media to keep parents informed.	SEND Leader SLT Business Manager

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for disabled pupils;
- All leaders are responsible for improving accessibility within their area of responsibility;
- The Governing Board is responsible for the approval of this plan;
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan;
- The SEND Leader 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.

Plan Review Date: Spring 2028