



Accessibility Plan 2021-2025

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Purpose of Plan

The purpose of this plan is to show how St. Bartholomew's School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

The plan is prepared to ensure compliance with paragraph 3 of schedule 10 of the Equality Act 2010. As detailed in the 2014 guidance from the DfE the accessibility plan will be published on our school website.

Definition of disability

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 his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims 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
- Our setting
 - recognises and value the young person's knowledge/parents' 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
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

Actions to date:

- Developing the use of consistent symbols for visual timetables so that all children know what is coming next through the day
- Reducing glare through the purchase of blinds
- Improvement to visual display through the installation of a projector into the school hall (rather than an OHP) and a new screen at a lower level in class 1
- Removal of fluorescent lighting in teaching areas to minimise negative impact on mood and mental and physical fatigue.

Proposed actions:

- Have a greater range of resources available to all. This is to help children as early as possible as they need it (reducing any stigma from for example using a writing slope, a pencil grip, writing mats)
- Review the use of ICT to support those children with needs - liaise with the SEN co-ordinator and the computing co-ordinator to review hardware and purchase new equipment to meet the needs of pupils

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Actions to date:

- Removal of stepped access to the front of the building to allow disabled access
- Addition of a disabled parking space next to the entrance gate
- Data from all recorded playground incidents reviewed by Head and governors each term to allow for improvements to be made

Proposed actions:

- Consider needs of children with sensory needs at playtime to create a quieter option for outside play.

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. Examples might include handouts, timetables, 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 time frame.

Actions to date:

- Consistent symbols for the use of visual timetables
- Revised the IEP format and termly meetings with staff to ensure targets appropriate
- Review of 1 page profiles for pupils with SEND
- Send out information in a variety of ways including DoJo

Proposed actions:

- Review the documents on the website to make them accessible using the accessibility tool
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Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Outcome	Action to ensure Outcome	Who responsible	Time Frame	Notes
All pupils have safe access to the building, including those with a visual impairment	Make the steps more noticeable. Mark steps with yellow paint across the edges – class 2, class 3, the junior steps and the MUGA steps.	Co-heads- job completed by Working party and monitored for upkeep	Summer 2024	
The needs of children with sensory issues are met in the outdoor environment – playtimes and lunchtimes	Create a quieter option for outdoor play – offer an indoor club and outdoor spaces which are separated from the louder, more physical play. Purchase plants to make a barrier around the amphitheatre and benches/tables with small items for quiet play for the area around the outdoor classroom.	SENCO	Club – Autumn 2023 Quieter outdoor spaces Summer 2024	Kelly has club in progress, but is it ad hoc – needs to be reviewed so consistent (KW to liase with MSA)
	Add outdoor climbing and sensory play equipment at a lower level for use by children in early years	Co-heads and EYFS teacher	Spring 2024	Climbing equipment in place – sensory areas need to be investigated
Meet the needs of those with visual or hearing impairment to enable them to fully access the curriculum	Audit technology to improve access and purchase items to make a difference Investigate the sound field system for use in classes where the children have a hearing impairment Improve room acoustics through purchasing a suspended ceiling for classes 2 and 3	SENCO Co-heads	Summer 2024 Summer 2024 Summer 2023	

Essential information on the website is presented in an easy to read, accessible format	Review the website checking that the information provided is easy to find. Remove any unnecessary documents. For the essential documents - review them using the accessibility tool in Word. Upload new versions of the essential documents for parents to access.	Co-heads with a governor Co-heads	Summer 2025	
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