



What I learn today, prepares me for tomorrow.

Accessibility Plan 2021-2024

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Policy Library	December 2021	December 2024	Mark Phillips, Headteacher SLT All staff Strategic Committee

Introduction:

The purpose of this plan is to show how Barndale House School intends over time to increase the accessibility of our school for disabled pupils (all of our pupils), staff, parents/carers and visitors.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

You can read more about substantial and long term effects [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

Objectives

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); 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. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Contextual Information

The school building is as accessible as it can be given the restrictions of the site and the age of the buildings, and has accessible facilities, including ramps and adaptations, quiet spaces and 24 hour provision for pupils who board at the school.

Current Disabilities

The school supports children with a wide range of disabilities. All of our pupils have EHCPs.

Appropriate training has been provided for staff and all first aid certificates are kept up to date. The school has a current and compliant policy for managing medical conditions in school.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. What follows are three tables of action plans showing how the school will address the priorities identified to be addressed.

The priorities for the Accessibility Plan for our school were identified by:

- € Leadership team
- € Schools' Equalities Coordinator from Northumberland County Council
- € Consultation with students
- € Governors

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families.

The plans that follows shows how the school will address the priorities identified and work to resource any changes that need to be implemented.

Increasing access to the curriculum for disabled pupils

Improving teaching and learning lies at the heart of our approach. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote appropriate and engaging teaching and learning for all children.

Target	Strategy	Timescale and responsibility	Success criteria
Pupils are supported by strategies that help them to communicate, self-regulate and be ready to engage in all aspects of the curriculum	Zones of Regulation are in place in school. Staff are able to see when a child or young person needs more support, or needs to signal that they need more support in order to learn	All staff ongoing	Children receive the support they need to access the curriculum before they become dysregulated
Securing appropriate facilities for the school to deliver the statutory elements of the curriculum, including PE and indoor and outdoor sports facilities	The school is increasing in size and urgently requires access to suitable spaces for PE, larger group meetings such as assembly, and places to enjoy sports and games and keep fit and healthy. Continue to seek access to more space, and suitable environments.	Head Teacher SLT Governing body	Working to address the limitations and restrictions implied in the age of the site and buildings is compounded by issues of access. A priority for the next three years is to update and upgrade the facilities to ensure access to a curriculum that meets the needs of all of the pupils.
Ensure that all children with medical conditions are well supported within school, so that they can access the curriculum.	Ensure that all staff and governors are familiar with and follow the school's current policy for managing medical conditions in school. Training accessed as required. TAs taking on additional medical responsibilities during the school day.	Head Teacher SENDCO All staff Ongoing	The principles of the guidance are evident in practice. Family-school contact ensures that school addresses medical needs and finds practical solutions to their being no special school nurse on site.
Mental Health in School Lead to be designated and trained	Find accredited, funded training for a SMHL and prioritise the emotional and mental health needs of pupils across the school through a coordinated programme preventative and supportive strategies.	SLT SMHL (when appointed)	Children feel safe, secure and are able to access support to deal with emotional challenges that might interrupt their learning. De-stigmatisation of mental health challenges
Preparation for adulthood: expand the 24-hour curriculum provision. Create a wider range of vocational opportunities for older pupils, and offer more learning that leads to independence as Preparation for Adulthood.	Prioritise developing, for example kitchen facilities to promote independence and learning practical skills, more boarding accommodation and curriculum innovation that extends the horizons of pupils.	All staff Governing body	The school will have curriculum pathways and on site facilities that prepare our pupils well for adulthood and independence.

Improving access to the physical environment of the school

Our site is split into two blocks; one of which has residential rooms. Several of the classrooms are in a Victorian building on the site. The school lacks areas for indoor and outdoor play and sports, which impacts on the curriculum and the physical wellbeing of the pupils. We make the necessary adaptations for the children who attend school to access facilities and move safely around the site. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and responsibility	Success criteria
Site boundaries and access require improvement	Engagement with the other school and organisations on the site to negotiate how to limit access and secure the site through fencing and formally establishing who has access to which areas of the site	All partners	The site and buildings have improved security and clarification about who enters and exits the currently loose boundaries (which need to be fenced)
Accessibility for children from the locality	The school is now at the maximum safe working capacity, which means that access to children from this locality is now limited	SLT, Governors, School Admissions	The admissions process acknowledges the lack of proximity of an alternative special school for local children from the Alnwick partnership and can offer them places at the school when needed.
There is a shortage of smaller spaces in school for small group or individual interventions or therapies to take place	In developing and planning adaptations and refurbishment of the school site, we will seek to create more, versatile intervention spaces	SLT SENDCo	Children and young people have appropriate, purpose-equipped spaces for interventions which help them to learn and thrive.

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 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 timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required.

Target	Strategy	Timescale and responsibility	Success criteria
Learning is differentiated for pupils, and they have access to the visual references, symbols, ICT and additional support they need to access curriculum materials	Strategies include: All staff wear visual key fobs Visual evacuation plan Working with parents to send home symbol banks and attend Makaton workshops	All staff As required	Children have access to their learning materials in formats they can easily access.
Use best practice and guidance in making printed documentation accessible to children (see Appendix 1)	Adjustments are made as appropriate	All staff Ongoing.	The accessibility best practice guidance and strategies we have been trained to use are in use.
Ensuring that the language we use is respectful, de-stigmatising and accurate when we speak or write about disability, identity and diagnoses.	Planning ahead to ensure that all staff, visitors and supply staff have awareness and information	Ongoing	A respectful school culture of acceptance, equality and support. Modelling best inclusive practice to our children and young people.

Appendix 1:

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Creating accessible documents factsheet](#) (Abilitynet)

[Abilities and assistive technology](#) (UK Association for Accessible Formats)

[The Sensory Trust information sheet on clear and large print](#)

[Am I making myself clear?](#) (Mencap's guidelines for accessible writing)

[Dyslexia Style Guide](#) (British Dyslexia Association)

[Communication friendly environments](#) (from the Communication Trust)

[Custom eyes](#) Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:

- picture books
- fiction
- non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- revision guides for Key Stages 2, 3 and 4

[Northumberland County Blind Association](#) undertake commissions to transcribe documentation to Braille.

[Easy Read UK](#) can convert documents to Easy Read format

Appendix 2

Consultation with pupils about accessibility in school. SAMPLE

What helps us to learn and thrive in school?

(date completed)

What needs to be in place for you to feel ready to learn?

How do you let us know if we need to make adaptations to improve your learning environment?

Are there things that school has or does that help you to deal with challenges to learning?

Have you any suggestions that we might be able to follow to make pupils' learning experiences better?

What could make things easier for people with disabilities in school, not just physical disabilities, but hidden disabilities too?

Are there any times of the day, or things that happen in school that make you anxious or uncomfortable?