ACCESSIBILITY POLICY

Introduction

This Accessibility Policy aims to outline how Barnes Infant Academy will:

- Increase the extent to which disabled pupils can participate in the curriculum and parents/visitors can access the site;
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils, parents and visitors

The Policy aims to support compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Vision

Barnes Academy Trust is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The Trust is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Accessibility Plan

The Accessibility Plan will assess the accessibility of the academy and contain actions to:

- Improve access to the physical environment of the academy, where necessary adding specialist facilities and/or equipment. This covers reasonable adjustments to the physical environment of the academy and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information provided to pupils, staff, parents and visitors with disabilities where required. Examples might include hand-outs, timetables, textbooks and information about the academy, events and homework guidance. The information should be made available in various preferred formats within a reasonable time frame where necessary.

Accessibility Plan

Requirement	Fully in place	In progress	Notes
Physical Access			
Are your classrooms optimally organised for disabled pupils?	X		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	X		Listed building restricts compliance
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?	X		Listed building restricts compliance. Front entrance has ramp with automatic door
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X		Disabled car park space available
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	X		
Are non-visual guides used, to assist people to use buildings?		X	Non visual signage to be explored
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	X		Calm, naturalistic décor throughout school
Are areas to which pupils should have access well lit?	X		Automatic lighting in place
Are steps made to reduce background noise for hearing impaired pupils?	X		Ear defenders available
Is furniture and equipment selected, adjusted and located appropriately?	X		
Are the school facilities accessible?	X		
Curriculum access			
Do lessons provide opportunities for all pupils to achieve?	X		
Are lessons responsive to pupil diversity?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X		
Are all pupils encouraged to take part in extra-curricular activities?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate for students with disabilities?	X		

Requirement	Fully in place	In progress	Notes
Are assessment and exam arrangements accessible to all pupils?	X		
Are all pupils prepared for the next phase of education?	X		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X		
Are all school clubs and activities accessible to all pupils?	X		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X		
Are there high expectations of all pupils?	X		
Do staff seek to remove all barriers to learning and participation?	X		
Information Access			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X		Available upon request
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities?	X		

Key Actions

Physical access	• Non visual signage to be explored
Curriculum access	None
Information access	None