St Barnabas CE First & Middle School

Accessibility Plan.

The following Accessibility plan reflects the need outlined in the Equality Act 2010

Information and Data

Information and data collected will reflect the definition of disability in the DDA
The Disability Discrimination Act (DDA) defines a disabled person as someone who 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.

The following documents will support the consultation process and will directly influence the proposed actions/targets of this plan.

1. Governors to decide upon consultation process.
2. Statement on website asking for information with regard to disability from parents/carers/Governors
3. Discussions with school council and with children who have disabilities.
4. Letter to staff-issued by LA asking for information with regard to disability.
5. Agenda item at premises committee meeting- audit of access and provision.
6. Staff discuss anticipated access issues with a view to improving access for all members of the school community.

The improvement plans for the school will involve coordination with LA representatives where necessary.

During the consultation process adjustments will be made in light of comments made.

Coordination
The Headteacher will coordinate the plan in direct consultation with all stakeholders.

Availability of the plan:
A copy of the plan is available on request from the school office and on the website.

Office: Tel/Fax: 01905 840366
Website: www.st-barnabas.dowmat.education
Email: office@st-barnabasfirstmiddle.worcs.sch.uk
If you would like to make a contribution to the consultation process, please send your comments to school or phone the office to make an appointment with the Headteacher. All contributions will be held in strictest confidence.

Date of plan: September 2026

Date of review: September 2027

Minor adjustments to the plan will be made throughout the duration of the plan. However, an annual review will take place in the autumn term.

Target	Actions	Timescale	Success Criteria/ Outcomes	Responsibility	Resources/ Finance	Support Training/Advice/ Sharing Good Practice	Evaluation
Physical Environment							
Ensure that access to school buildings and site can meet diverse pupil needs.	Explain in newsletters that the disabled bay should only be used for blue badge holder. Maintain access to Forest School. Incorporate accessibility into any proposed structural alternatives.	Ongoing	Access to school Meets the needs of the school community	Maintenance contractors HT and Governors	Reprographic Devolved capital	Seek advice from DoWMAT	Raised awareness of disabled parking facilities. Area maintained Accessibility –continual consultation and improvement.
Ensure that classrooms are optimally organised for disabled pupils within current building restraints Identify needs and actions for the future.	Plan classrooms in accordance with pupil needs. Organise resources to reflect needs. Provide quiet areas within school. Ensure safe, calm breakout rooms for children with sensory processing needs or autism. Look at accessibility in all areas of school life.	Ongoing	Appropriate use of resources for all pupils. Improved access for all pupils.	All staff HT and Governors		Involve parents and outside agencies in discussion and planning	Parental satisfaction ascertained Children feel happy and confident- can access all areas
Curriculum Access							
Reflect identified areas of need in lesson planning and delivery	Incorporate quality first teaching into all planning. Ongoing programme of staff training in disability awareness to reflect needs of pupils and anticipatory duties.	Ongoing	Improved access to curriculum for all pupils.	All staff HT All staff	Time	Provision Map support	Staff feel confident Pupil progress is tracked and discussed with parents

	Specific resources are purchased to support pupils' needs.		Appropriate use of resources for all pupils		Funds from budget and support from PD outreach		
Ensure access to laptops (* assistive technology and or alternative communication methods) is a priority for those pupils identified with a particular need.	Ensure that staff are aware of the priorities for particular pupils.	Ongoing		HT, SENCO, Staff		Sharing practice- staff meetings	Staff feel confident
Prioritise student participation in school activities within given constraints	Ensure that school activities are accessible to all students. Inclusion School games involvement annually	Ongoing	Increased participation in school life for all students	All staff		Sharing practice- staff meetings	Staff feel confident
Information for Pupils							
Availability of newsletters and school documents in alternative forms.	Use of pastel paper overlays / coloured rulers for dyslexic pupils/parents/carers Large print and audio formats as required. Support form teacher with homework details as required.	Ongoing	Information to pupils, parents and carers will be improved	HT/SR All teaching staff	Reprographic		Parents/carers feel needs are met Children complete homework
Overall							
Ensure all policies /school offer consider the implications of Disability access.	Consider implications when updating policies and school offer. Consider in SEND annual report	Ongoing		HT, staff and Governors		Sharing good practice within policies-PIMs	SEND offer explains what school can provide in detail Policies consider disability access.