

Accessibility Plan 2024-2027

St Bartholomew's CE Primary School



Valid from date: December 2024

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St Bartholomew's Vision

To be a loving and nurturing Christian school community, providing the rich soil that enables our children to develop deep roots, grow and flourish, to be the best they can be.



Our Motto

Nurture, Grow, Flourish

Keep your roots deep in Jesus and have your lives built on Him.

Be strong in the faith, just as you were taught.

Always be thankful. Col 2:7

Our Values

- Courage
- Creativity
- Joy
- Kindness
- Respect

Our School

St. Bartholomew's C.E. Primary School wants all of our children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their very own 'learning adventure'. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all of our pupils.

Purpose of Plan

This plan shows how we intend, over time, to increase the accessibility of our schools for pupils, staff, parents/carers, Governors and visitors who may have a disability.

Definition of disability (Equality Act 2010)

A person has a disability if he/she has physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. (see St. Bartholomew's C.E. Primary School SEND Policy 2024 and SEN Code of Practice: 0 to 25 Years)

Aims:

- We aim to increase the extent to which pupils with a disability can participate in the curriculum (to the best of the School's ability).
- Improve the physical environment of the school/s to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the School's ability).
- To improve the availability of accessible information to pupils with a disability (to the best of the School's ability, within a reasonable timeframe, and will take into account pupil's and parent's thoughts).

Legislation and Guidance

This document is designed to comply with the requirements of s10 of the Equality Act 2010 and relevant DfE guidance.

Equality Objectives (published on the school website)

At St. Bartholomew's C.E. Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and Governors irrespective of race, gender, disability, belief, religion, sexual orientation, gender identity, age, mental health or socio-economic background. We aim to continually develop our lovely and warm culture of inclusion and diversity, as we believe, as a family of five schools full of wonderful children, that this can enable those connected to the schools to feel proud of their identity and have the ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying, challenging misconceptions and challenging stereotypes. We believe that this will enable us to create and nurture an environment which promotes love for one another. At St. Bartholomew's C.E. Primary School, we believe that diversity is a strength. If we were all the same, our lives would not be as rich. The differences in British society and our community should be respected and celebrated by all those who learn with us, teach with us, support us and visit us. Within our Church School, we follow the example set by Jesus to welcome all and love all equally as children of God.

School Context

St. Bartholomew's C.E. Primary School is located in the village of Longnor, in the Peak District.

The school has one floor. The lower floor is accessible to all and contains, offices, classrooms, EYFS area, dining room etc. There is a small step of 5 steps which lead from the main entrance (hall, kitchen and offices are also on this level) to the main corridor where the classrooms and toilets are located. Disabled access to the classrooms and corridor would be from outside via the EYFS door or the carpark door. There is a disabled toilet located next to the EYFS classroom.

The outside grounds consist of playgrounds, a school field and forest school area. The forest school and school field are separated from the main school area by a road that provides access to private properties. There is a path leading to the Forest School. Disabled access to the school playground is via the EYFS door or the carpark door.

All classrooms have touchscreens, the school has access to broadband and mobile signal in the village is good, however mobile signal in the surrounding areas is poor.

Inclement weather has a significant impact on the school. The surrounding area is prone to flooding and snow and icy road conditions make travelling 'challenging' as not all roads to the site are treated.

As of Sept. 2024, there are no wheelchair-dependent pupils, parents or members of the staff/governors team.

Current Range of known disabilities

Our school has children with a range of disabilities to include moderate and specific learning disabilities/ difficulties.

Increasing access for pupils with a disability to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability classes, which mixed-age year groups.

Inclusive classes

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age-relevant after school clubs, leisure and cultural activities and educational visits. Numbers attending sessions may be limited for a variety of reasons. These could include (but are not limited to) the event that after-school clubs/ classes are over-subscribed; or in the event that numbers for participation in team/ group events are limited and are lower than the number of children wishing to participate, or if child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Information about our school can be found on the school website. Any information on the website is available in a printed version from the school office via request.

Aims:

- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the School's ability).
- To improve the availability of accessible information to pupils with a disability (to the best of the School's ability, within a reasonable timeframe).
- To improve communication with all stakeholders (to the best of the School's ability, within a reasonable timeframe).

Aim: Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the School's ability).

| Location | Target | Strategies | Timescale | Responsibility | Success criteria |
|----------|--|--|---|---|---|
| School | The school is aware of the access needs of disabled pupils, staff, Governors parent/carers and visitors. | To create Individual Plans (pupil passports) or care plans for individual disabled pupils when required. Create Personal Evacuation Plans (PEP) where necessary Be mindful of staff, Governors and parents' access needs. Through dialogue and questionnaires, find out the access needs of parents/carers. | As required Induction and on-going if required On-going | Class teachers/SENDco School Lead Admin staff | Individual Plan in place for disabled pupils and all staff aware of pupils needs. All staff and Governors feel confident their needs are met. Parents have access to all school activities. |
| School | Any changes to the layout of school to be mindful of access to pupils to all areas. | Consider needs of disabled pupils, parents/carers or visitors when any redesign planned. | As required during CIF applications | Governors/ School Lead/ Architects | Re-designed areas of buildings are usable by all. |

Aim: To improve the availability of accessible information to pupils with a disability (to the best of the School's ability, within a reasonable timeframe).

| Location | Target | Strategies | Timescale | Responsibility | Success criteria |
|----------|---|--|---|---|---|
| School | Improve and external access for visually impaired people. | Yellow strip mark step edges. Any new signage to offer improved access. | On going | School Handymen/ Janitor/ external companies. | Visually impaired people feel safe in school grounds. New signage improved access. |
| School | Ensure all disabled pupils can be safely evacuated. | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical difficulties. Develop a system to ensure all staff are aware of their responsibilities. | Asrequired Each Sept | SENDco/School Lead | All disabled pupils and staff working alongside are safe in the event of a fire. |
| School | Ensure accessibility to IT equipment. | Alternative equipment in place to ensure access to all devices. | On-going and as required | Class teachers and Systems Officer. | Hardware and software available to meet the needs of children as appropriate |
| School | Ensure hearing equipment in classrooms to support any children with hearing impairment. | Seek support from LA hearing-impaired unit on the appropriate equipment should this be necessary. | Ongoing | Class teacher and SENDco | All children have access to the equipment. |
| | All fire escape routes are suitable for d | Make sure all areas of school have wheelchair access Doors routes visual check. | On-going and as required and as appropriate Weekly | All | All disabled staff, pupils and visitors able to have safe independent access routes |

Aim: To improve communication with all stakeholders (to the best of the School's ability, within a reasonable timeframe).

| Location | Targets | Strategies | Timescale | Responsibility | Success Criteria |
|----------|---|--|---|-----------------------------|---|
| All | Review and evaluate information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all documents accessible via the school website. | On-going On-going Current | School Lead/ Admin staff | All parents receive information in a form that they can access. |
| | Improve the delivery of information in writing in an appropriate format. | Provide suitably enlarged, clear print for pupils with a visual impairment. | As required | School Lead/ Admin staff | Children with visual impairment can access appropriate documentation. |
| | Ensure all staff are aware of guidance on accessible formats. | Guidance to staff on dyslexia and accessible information. | On-going | SENDco / class teacher. | Staff produce information to meet the needs of children with additional need. |

| Location | Targets | Strategies | Timescale | Responsibility | Success Criteria |
|----------|---|--|-----------------------|----------------|--|
| School | Languages other than English to be visible in school. | Some welcome signs to be multi-lingual. | Academic year 2024/25 | All | Improved confidence of parents to access information on their child's education. |
| | Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems. | Access to translators (ipads), sign language interpreters to be considered and offered if possible | As required | SENDco. | Pupils and/or parents feel supported and included |
| | Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Offer large print copies (on alternative colour – if necessary) for parents who require this. | As required | SENDco | All can access information about each school. |