



Accessibility Plan 2025-26



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Barrow Hill Primary Academy our guiding principle is one of inclusion. We seek to identify, break down and remove barriers to learning to ensure that every child takes an active role in our school community.

We are committed to working collaboratively with pupils, parents/carers and external agencies to achieve the best outcomes for each individual student. We meet regularly with parents and children to help build a full picture of a child's need, review progress and consider next steps for the child through the graduated response.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Barrow Hill Primary Academy works in collaboration with a range of external agencies which form part of Derbyshire's Local Offer: <https://localoffer.derbyshire.gov.uk/#!/directory>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please contact David Smith (Head of Academy) in the first instance via the school office.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. ACTION PLAN THIS ACTION PLAN SETS OUT THE AIMS OF OUR ACCESSIBILITY PLAN IN ACCORDANCE WITH THE EQUALITY ACT 2010.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
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| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> • Our school offers a broad and balanced curriculum for all pupils. This is continually reviewed to ensure appropriateness of challenge within the curriculum in response to arising needs. • We use resources tailored to the needs of pupils who require support to access the curriculum for example speech and language programmes and increased use of visual scaffolds. • Pupils with SEN and disabilities to have a personalized support plan with targets to support in tracking progress and identifying gaps in learning and next steps. • The curriculum is reviewed to ensure it meets the needs of all pupils • All out of school activities planned to ensure participation of all pupils. | <p>Increase staff awareness of strategies to support children with SEND through CPD and coaching.</p> <p>Provide additional support to remove barriers to learning and enable children to make progress.</p> <p>All stakeholders to work collaboratively to remove barriers to learning.</p> <p>Access to the curriculum a priority for all pupils and appropriate adaptations made.</p> <p>All pupils to have opportunity to access activities out of school hours.</p> | <p>Delivery of high quality CPD with a focus on curriculum development and adaptive teaching.</p> <p>Individual and group level support to be planned and agreed with SENDCO for children where appropriate</p> <p>Support plans to be updated in collaboration with parents/carers and pupils for children with additional needs. Reviewed on a termly basis.</p> <p>Regular review of the curriculum. Adapted around changes in needs of individual pupils.</p> <p>Needs of all learners to be considered when planning extra-curricular activities.</p> | <p>DS KL</p> | <p>July 2025</p> <p>July 2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Increase in student need being met through differentiation and personalization within mainstream lessons via quality first teaching.</p> <p>Additional support to lead to accelerated progress for children with additional needs.</p> <p>All pupils to make appropriate progress from their starting point.</p> <p>Curriculum meets the needs of all pupils.</p> <p>Increased access to all school activities for children with SEND or disabilities.</p> |

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| <p>Improve and maintain access to the physical environment</p> | <p>The environment at Barrow Hill is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps- The site for pupils is across one floor with no steps. • Corridor are accessible for wheelchair uses- very few corridors in school. Mainly classroom to classroom • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • The fire alarm has been approved and tested to ensure that all children can hear it. • Access to technology to support learning (e.g. dictation software or laptops to present learning) • Low stimulus displays to reduce distraction and overload for children with sensory difficulties. | <p>To develop the accessibility for hearing/visual impaired children and raise awareness of strategies to support children with hearing/visual impairments.</p> <p>To support pupils with sensory difficulties through sensory breaks timetabled into the day.</p> | <p>Work alongside hearing/visual impairment service to ensure that barriers to achievement for children with hearing impairments are removed.</p> <p>Audit sensory equipment and purchase additional resources to enable a sensory break or sensory circuit to take place.</p> | <p>DS KL</p> <p>DS KL</p> | <p>Ongoing</p> <p>December 2024</p> | <p>Children with visual/hearing impairments to fully access the school environment.</p> <p>Reduction of sensory overload for pupils. Children will be able to regulate their emotions with support. Reduced anxiety in school.</p> |
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| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of coloured paper/overlays to support students with visual/sensory impairments. • Visual aids to support children to access the environment and curriculum. • Visual timetables • Transition support and safe spaces within school. | <p>Alternative forms of communication available to those children who are non-verbal or have a speech sound difficulty.</p> | <p>Continue to monitor and evaluate the use of Widgit symbols across school to aid communication and offer visual support.</p> | <p>DS KL</p> | <p>Dec 2024</p> | <p>Children to recognize Widgit symbols as a form of communication and support them to find resources within the classroom.</p> |
| | | <p>Vulnerable children to have access to an enhanced transition to their next setting.</p> | <p>Develop the use of alternative forms of communication such as Communication Books and PECs.</p> | <p>DS KL</p> | <p>July 2025</p> | <p>Children with speech sound difficulties to use Communication Books or PECs to communicate alongside spoken language.</p> |
| | | <p>Whole school use of visual timetables to support children to understand their school routine.</p> | <p>Plan enhanced transition activities alongside SENDCo at next setting.</p> | <p>DS KL</p> | <p>Ongoing</p> | <p>Children with additional needs to have a successful transition to their next setting.</p> |
| | | | <p>Use of Widgit symbols to have a consistent approach to visual support across school.</p> | <p>DS KL</p> | <p>Dec 2024</p> | <p>Children to know their routine and to feel safe and secure in school.</p> |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Trustees of the Minerva Learning Trust.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Whole School Risk assessments
- Health and safety documentation
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy