

Barford Primary School

Accessibility Plan (2025–2027)

HAPPY HEARTS, HEALTHY MINDS, EXHILARATING EXPERIENCES – INSPIRES SUCCESS!

	Governing Body of Barford Primary School
Policy lead	Headteacher
Operational leads	Inclusion Lead (SENDCo), Senior Management Team, Site Manager, ICT Lead, School Business Manager
Applies to	All pupils (including prospective pupils), staff, parents/carers and visitors
Approved by	Governing Body
Date approved	
Review cycle	Reviewed annually; renewed/updated at least every 3 years
Next review due	January 2027 (or earlier if circumstances change)

Publication and Availability

This Accessibility Plan is published on the school website and is available as a paper copy on request. The school will provide this plan and other key information in alternative accessible formats (for example: large print, easy read, audio, translated versions, Braille or electronic formats) within a reasonable time, taking account of individual needs and preferences expressed by pupils and/or parents/carers.

1. Purpose and Legal Framework

Barford Primary School is committed to inclusion, equality of opportunity and removing barriers to participation. This plan sets out how the school will improve accessibility over the period 2025–2027 in line with: • Equality Act 2010 (Schedule 10 – Accessibility Plans)

- Children and Families Act 2014 (Part 3)
- SEND Code of Practice: 0 to 25 years (2015)
- Equality and Human Rights Commission (EHRC) technical guidance for schools in England.

The responsible body must prepare, implement, review and revise a written accessibility plan that addresses: (a) increasing the extent to which disabled pupils can participate in the curriculum; (b) improving the physical environment of the school to increase access to education and associated services; and (c) improving the delivery of information to disabled pupils so it is as accessible as it is to non-disabled pupils.

Accessibility planning is part of the school's anticipatory duty to make reasonable adjustments so disabled pupils are not placed at a substantial disadvantage. The plan applies to disabled pupils and prospective pupils, and also supports accessibility for parents/carers, staff and visitors.

2. Definitions

Disability (Equality Act 2010): a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Special Educational Needs (SEND Code of Practice): a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

3. Links to Other School Policies and Plans

This plan should be read alongside (and informs) the following: SEND Policy and SEND Information Report; Equality Objectives; School Improvement Plan; Supporting Pupils with Medical Conditions Policy;

Safeguarding/Child Protection; Behaviour Policy; Anti-bullying; Educational Visits; Health & Safety; Admissions; Complaints; Emergency and Evacuation Procedures (including PEEPs).

4. Roles and Responsibilities

Governing Body will:

- Ensure the plan is approved, published, implemented and reviewed annually, and renewed at least every three years.
- Receive an annual accessibility report including progress against actions, impact evidence and priorities for the next year.
- Ensure adequate resourcing is considered for implementation.

Headteacher/Senior Leadership Team will:

- Provide strategic leadership and ensure reasonable adjustments are planned and implemented.
- Ensure accessibility is embedded in school self-evaluation, curriculum planning, procurement and premises planning.
- Ensure staff training and induction include equality, disability awareness and inclusive practice.

Inclusion Lead (SENDCo) will:

- Coordinate identification, provision planning and review using the graduated approach (Assess–Plan–Do–Review).
- Work with families and external professionals to remove barriers and implement appropriate adjustments, including access arrangements for assessments.
- Maintain SEND records, pupil profiles and provision mapping and ensure accessibility needs are shared with relevant staff.

All staff will:

- Deliver high-quality teaching with adaptive approaches and implement agreed adjustments and strategies.
- Use agreed communication methods and accessible resources.
- Raise concerns and contribute to reviews and monitoring.

5. Monitoring, Review and Reporting

Progress against this plan will be monitored through termly SEND/Inclusion meetings, pupil progress reviews, premises audits, website/digital accessibility checks, and stakeholder feedback (pupils, parents/carers, staff). The plan will be reviewed annually and updated at least every three years. Where circumstances change (for example, a new pupil with a disability joins the school, or building works occur) the plan will be updated sooner if needed.

6. Accessibility Action Plan – Curriculum (Increase participation)

Key objective: reduce and eliminate barriers to learning and participation so that disabled pupils can access the full curriculum and wider school life through high-quality teaching, reasonable adjustments and appropriate support.

Target/Outcome	Actions/Strategies	Timescale	Lead responsibility	Success criteria / Evidence	Monitoring & reporting
Identify pupils who may need adapted or additional provision (including prospective pupils)	Develop and implement an induction/transition protocol for new starters and transfer pupils; liaise with early years settings and secondary schools; gather accessibility information and plan adjustments before start dates.	Ongoing (review annually); key transition work May–July each year	Inclusion Lead (SENDCo); EYFS Lead; Y6 Lead; Admissions Officer; Pastoral Lead	Smooth transitions; adjustments in place on day 1; families report confidence; staff have clear pupil profiles.	Termly SEND meetings; transition meeting notes; parent feedback; audit of pupil profiles.
Strengthen co-production and information sharing with families	Maintain regular meetings, provision reviews and action planning; ensure translation/interpreting is available; offer termly SEND drop-ins and specialist agency information sessions.	Ongoing; termly sessions	All staff; Inclusion Lead; Pastoral Lead; Office team	Families feel informed and involved; improved attendance at meetings; fewer communication barriers.	Attendance records; survey feedback; log of translation use; review of meeting accessibility.
Staff expertise and confidence to meet needs (anticipatory adjustments)	Annual medical training (asthma, anaphylaxis, epilepsy); annual CPD plan informed by skills audit; Autism Education Trust (AET) / neurodiversity training; subject leaders monitor adaptation in their areas.	Annual cycle; skills audit termly review	Inclusion Lead; SMT; Subject leads	Staff confidence increases; consistent adaptive teaching; reduced incidents related to unmet needs.	CPD log; staff surveys; learning walks; inclusion monitoring reports.
Monitor progress and outcomes for pupils with accessibility needs (SEND/EAL/medical)	Use appropriate assessment tools from starting points; track progress termly; ensure interventions are evidence-informed and monitored for impact; use APDR cycle for SEND support.	Ongoing; termly analysis	Inclusion Lead; SEND team; SMT; Class teachers	Accurate baselines; timely adjustments; interventions show impact and transfer to classroom practice.	Pupil progress meetings; intervention impact reviews; provision map audits.
Ensure appropriate access arrangements during assessments	Document access arrangements on pupil profiles and ensure they are “normal way of working”; plan staffing and rooms; liaise with families and pupils; ensure compliance with assessment guidance.	Ongoing	Inclusion Lead; Assessment lead; Class teachers	Fair access; pupils can demonstrate learning; arrangements evidenced and consistent.	Access arrangement register; internal audit; test day evaluations.

Support communication and interaction needs	Develop SLCN provision via CAT team and Speech & Language; embed visual supports, structured routines, and social communication interventions; provide family support where required.	Ongoing	Inclusion Lead; SEND team; Pastoral Lead	Improved engagement and participation; reduced anxiety; progress in communication targets.	Therapy reports; teacher observations; pupil voice; provision reviews.
Support cognition and learning needs	Deliver differentiated/scaffolded curriculum through adaptive teaching; use Birmingham toolkits where applicable; implement strategies recommended by PSS; ensure reasonable adjustments to tasks and recording.	Ongoing; refresher training annually	SENDCo; Class teachers; Subject leads	Improved access and progress; reduced attainment gaps; greater independence.	Work scrutiny; pupil progress data; learning walks.
Support social, emotional and mental health (SEMH)	Widen pastoral capacity; deliver mentoring/coaching programmes (including sport mentoring); whole staff Thrive-informed practice; targeted work with families; timely referrals to Early Help/PAUSE/Healthy Minds as needed.	2025–2027 implementation with termly review	Headteacher; Pastoral Lead; Inclusion Lead; PE Lead; SBM	Reduced anxiety and behavioural incidents; improved attendance; increased engagement and regulation.	Pastoral logs; attendance data; behaviour data; referral outcomes; pupil/parent feedback.
Support sensory and physical needs	Liaise with Sensory Support Service/Physical Difficulties Service/OT; provide staff training for specific needs; ensure access to withdrawal spaces; plan targeted support for transitions (e.g., vision support in Y6).	Ongoing	SENDCo; Class teachers; OT; external agencies	Safe access; improved participation; staff confident with equipment and strategies.	Risk assessments; PEEPs; specialist reports; incident logs.
Increase inclusion in PE and sport	Provide inclusive PE adaptations; use development programmes (e.g., Sherborne Movement) where appropriate; ensure participation in events; provide reasonable adjustments and support.	Weekly/ongoing; annual review	PE Lead; TAs; SENDCo	Increased participation and self-esteem; inclusive competition opportunities.	Participation records; pupil voice; PE assessment data.

7. Accessibility Action Plan – Physical Environment

Key objective: improve the accessibility of the school site and facilities so that disabled pupils can take full advantage of education, services and opportunities, including safe movement around the building and access to learning spaces and wider school life.

Target/Outcome	Actions/Strategies	Timescale	Lead responsibility	Success criteria / Evidence	Monitoring & reporting
Identify physical/environmental barriers and implement improvements	Carry out annual environmental walk with pupils/parents; record priorities; include sensory considerations (lighting, noise, signage, wayfinding).	Annually (Summer term)	SENDCo; Site Manager; SMT	Improved navigation and safety; issues addressed with clear actions.	Audit report to Governors; action log; pupil/parent feedback.
Ensure safe access for individuals with physical difficulties	Work with families and specialists to agree adjustments; create personalised risk assessments and PEEPs; provide staff training where needed.	Ongoing (and at transition points)	Headteacher; SENDCo; Site Manager; Class teachers	Reasonable adjustments in place; safe movement and participation.	PEEP reviews; H&S checks; incident logs.
Maintain accessible facilities (toilets/changing/ramps/lifts)	Ensure accessible toilets are maintained; ensure changing facilities are available in EYFS/KS1/KS2 as needed; maintain ramps and wheelchair lift; monitor accessibility of rooms and plan mitigations where a room is not fully accessible.	Ongoing ; termly premises check	Site Manager; SBM; Headteacher	Facilities usable and maintained; barriers addressed promptly.	Premises checklist; maintenance logs; accessibility complaints log.
Develop calm/low-arousal spaces	Continue development of Thrive room and Silver Birch additional needs room; ensure availability of quiet withdrawal spaces in classrooms where appropriate.	Ongoing (review each term)	Pastoral Lead; Inclusion Lead; SMT	Reduced anxiety; improved regulation; increased learning access.	Pastoral data; pupil voice; staff feedback.
Autism-friendly environment consistency	Audit against Autism Framework; standardise key supports (visual timetables, prompts, now/next boards) and ensure consistency across classrooms and visits.	Summer 2026 with annual refresh	SMT; SENDCo; teaching staff; visit leaders	Consistent supports in place; improved engagement for autistic pupils.	Audit outcomes; learning walks; visit risk assessment checks.
Accessible parking arrangements when required	Provide/allocate accessible parking within school grounds for pupils/families/visitors with disabilities where needed; communicate arrangements clearly.	Ongoing	Site Manager; SBM	Safe arrival/departure; reduced barriers for families.	Parking plan; logs of arrangements; feedback from families.

8. Accessibility Action Plan – Information, Communication and Engagement

Key objective: improve the delivery of information to pupils and parents/carers so it is as available to disabled pupils as it is to pupils who are not disabled, within a reasonable time and in ways that take account of individual needs and preferences.

Target/Outcome	Actions/Strategies	Timescale	Lead responsibility	Success criteria / Evidence	Monitoring & reporting
Accessible curriculum resources and communications	Provide materials in accessible formats: adapted texts, clear fonts, headings, uncluttered layouts, coloured overlays, appropriate IWB backgrounds; ensure captioned media; provide readers/scribes when appropriate; share access arrangements and "normal way of working".	Ongoing; reviewed termly	Teachers; Inclusion Lead; Subject leads	Pupils can access learning; reduced barriers in lessons.	Learning walks; pupil voice; resource audits.
Accessible communication with parents/carers	Proactively identify communication needs and make reasonable adjustments (interpreters, translated letters, phone calls, virtual/in-person options). Use MCAS and website to share SEND contact routes and signposting, including Birmingham Local Offer and external agencies.	Ongoing	Office team; SBM; Inclusion Lead; ICT Lead	Families receive information in accessible ways; improved engagement.	Parent surveys; logs of adjustments; website checks.
Website accessibility and compliance	Maintain an accessible website (clear navigation, alt text, readable contrast, resizable text) and keep an up-to-date accessibility statement. Ensure key documents are accessible PDFs or web pages.	Annual review; quarterly spot checks	SBM; ICT Lead	Website usable for users with disabilities; fewer accessibility issues.	Accessibility audits; issues log and fixes; statement review.

Accessible meetings and events	Offer accessible meeting arrangements (timings, formats, venues); provide agendas in advance; ensure spaces are physically accessible; offer hearing/visual support on request.	Ongoing	All staff; Pastoral Lead; Inclusion Lead	Increased attendance; positive family feedback.	Attendance data; feedback forms.
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9. Accessibility Action Plan – ICT and Digital Accessibility

Key objective: ensure digital systems, resources and communications are accessible and support independence for pupils with communication, sensory, physical or processing needs.

Target/Outcome	Actions/Strategies	Timescale	Lead responsibility	Success criteria / Evidence	Monitoring & reporting
Ensure digital learning platforms are accessible	Audit digital platforms and resources for compatibility with assistive technologies (screen readers, captions, simplified display, OCR). Ensure accessibility features are enabled and staff know how to use them.	Annual audit	ICT Lead; SMT; SBM; Inclusion Lead	All pupils can access online materials and platforms.	Audit report; training log; pupil feedback.
Ensure learning materials are digitally accessible	Provide digital versions of materials that follow accessibility guidelines (headings, alt text, readable fonts, captioned media). Ensure staff use accessible templates in Office/Google tools.	Ongoing	Teachers; ICT Lead	Pupils can access materials in formats suited to their needs.	Spot checks; CPD evidence; resource audits.
Accessible hardware and software	Ensure devices support built-in accessibility tools (Immersive Reader/Read Aloud/Dictation/Live Captions/screen readers, magnifier and high-contrast modes) and that these are enabled where needed.	Ongoing	ICT Lead; SBM	Pupils independently use accessibility tools to support learning.	Device settings checklist; pupil voice; staff reports.
Support families with digital accessibility	Provide guides, workshops and signposting to accessibility settings on Microsoft/Google/Apple devices; offer help for	Termly support offer	ICT Lead; Office team; Inclusion Lead	Families can access digital school systems effectively.	Workshop attendance; helpdesk logs; feedback.

	MCAS/online systems access.				
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10. Equality, Reasonable Adjustments and Complaints

The school will not discriminate against disabled pupils and will take reasonable steps to avoid substantial disadvantage. If a parent/carers or pupil has concerns about accessibility, these should be raised initially with the Inclusion Lead or Headteacher. Formal concerns may be progressed through the school's Complaints Procedure.

References

- Equality Act 2010 (Schedule 10 – Accessibility Plans) – legislation.gov.uk
- DfE: SEND Code of Practice: 0 to 25 years (2015) – [GOV.UK](http://gov.uk)
- EHRC: Technical guidance for schools in England (Equality Act 2010) – equalityhumanrights.com
- DfE guidance: Statutory policies for schools and academy trusts (archived/withdrawn but informative) – [GOV.UK](http://gov.uk)