



Barnsbury Primary School and Nursery

Accessibility Plan 2025-2028

Governors' Committee Responsible: Inclusion Link Governor

Status: Statutory

Policy Originator: SENDCo

Review Period: 2025-2028

Approved Autumn 2025

Review Date Autumn 2028

Purpose of the Plan

The purpose of this plan is to show how Barnsbury Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled pupils. Barnsbury Primary School and Nursery is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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

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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 asthma, 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching for learning policy
- Equality Objectives
- Single Equality Policy
- Staff appraisal and capability policy
- Health and Safety Policy
- Inclusion Policy
- Positive Behaviour Management Policy
- School Development Plan
- Asset Management Plan/ Suitability Survey
- School Prospectus and Vision Statement

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Barnsbury Primary School and Nursery will address the priorities identified in the plan. The plan is valid for three years 2025-2028. It is reviewed annually.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Barnsbury Primary School and Nursery offers a scaffolded or differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Review the needs of children As part of the school's "Assess, Plan, Do, Review" cycle.</p> <p>Multi-sensory delivery of some of the curriculum where appropriate.</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>All staff trained with the Graduated Response – Ordinarily Available Provision to understand adaptations needed for individuals.</p>	<p>Audit of CPD needed.</p> <p>List of areas staff feel they would like training for.</p>	Class Teacher SENCo CPD lead	Ongoing	<p>Register of staff training received</p> <p>Evidence of adaptation in place in classrooms.</p> <p>Individual Education Plans reflect curriculum adaptations.</p>

	<p>When attending a trip/ extra curriculum opportunity. Carry out pre visit checks in order to ensure individual needs can be met. (Record on school risk assessments)</p>	<p>All out-of-school activities are planned to ensure the participation of all pupils.</p>	<p>Review all out-of-school provision to ensure compliance with legislation</p> <p>Review detail of pre visit checks to ensure individual needs can be met. (Record on school risk assessments)</p> <p>Ensure sufficient staff ratios including 1:1 support where necessary for pupils with high needs. Further staffing available as needed.</p>	<p>Trip organiser Head teacher</p>	<p>Ongoing</p>	<p>All pupils are able to participate in activities outside of school.</p> <p>Curriculum enhancements are accessed by all children.</p>
	<p>Arrangements made for individuals to have support as appropriate during internal and external tests.</p> <p>This might include extra time, movement breaks, readers and scribes.</p>	<p>Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.</p>	<p>Assessment leader to ensure familiarity with most recent guidance for access arrangements to all statutory tests.</p>	<p>Assessment Leader and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements</p>	<p>As required</p>	<p>All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed</p>

	Staff are aware Visuals needed to support curriculum and ensure these things are in place across the school e.g visual timetables, widgets	Staff training to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use symbols to label trays. Use visual timetables and calendars. Visuals used to scaffold learning Early Years provision to include further visual support for development of language	SENCo Class Teacher LSA	ongoing	Classroom environment to have resources in place to support usability to the environment.
Aim	Current Good Practice	Objective	Actions to be taken	Person Responsible	Date	Success Criteria
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements, which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Ensure children have access to correct equipment and reasonable adaptations implemented (e.g. yellow lines where required to indicate change in floor levels)	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access and use for all. Consult with relevant external agencies eg. The Physical & Sensory Support service; and implement any recommendations received from such agencies.	Class teacher SENCo Site manager SBM/Governors	Sept 2026	The school building and grounds will be accessible to all. If needed, use of the upstairs classrooms would be considered/ adapted as necessary to avoid access issues.

		To provide step free access to KS2 playground and M unit	Source funding for required works to be carried out (CIF bids have been requested but not successful)			Ramps will be in place to access M-Unit and playground.
Aim	Current Good Practice	Objective	Actions to be taken	Person Responsible	Date	Success Criteria
Improve the delivery of written information		The school will be able to provide written information in different formats when required for individual purposes.	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>The school will make itself aware of services currently available for converting written information into alternative formats.</p>	<p>Inclusion Leader</p> <p>Office staff</p> <p>Headteacher</p>	<p>Review of current documents by end of 2026.</p> <p>Ongoing as required</p>	<p>Delivery of school information to parents/carers and the local community improved</p>

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 – sets of stairs	Classrooms would be rearranged if the second storey access was an issue. Spare classrooms on ground floor in main building are available.	Senior Leadership Team	Not needed at present

Corridor access	All corridors and shared public spaces accessible by wheelchair users.	None – ensure clear corridors and no unnecessary furniture obstructions.	Head teacher/Premises manager	Completed / ongoing
Signage	Good signage throughout school.	Ongoing yearly review to comply with guidelines and ensure all the needs of the community are met	Inclusion Leader/Premises manager	Sept 2021 – completed, no further signage needed
Fire alarms	Fully compliant	Site manager review annually in spring	Head teacher/Premises manager	Completed
Doors	Fully compliant	Wheelchair accessible – ensure no furniture blocks doors	Head teacher/Premises manager	Completed / ongoing
Emergency escape routes	Fully compliant	Ensure staff familiar with wheelchair fire routes and fire drills cover wheelchair drills	Headteacher/ Inclusion leader	Completed / ongoing