



Barley Mow Primary School

Accessibility Policy and Plan

2026-2028

Introduction

Under the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Equality Act 2010 brings together all existing equality legislation under one act. In England and Wales the Act applies to all maintained and independent schools and maintained and non-maintained special schools, and covers current and prospective employees and pupils.

Pupils who have left the school are also protected with reference to activities that connect them to the school, for example: the provision of references or access to publications for former pupils.

Anyone acting on behalf of the school (an employee or a contractor) is liable for their own behaviour, but the school is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action.

The relationship between one pupil and another is not within the scope of the main act.

However, the school needs to demonstrate that it treats bullying with regards to each protected characteristic as seriously as all other forms of bullying and has a duty to foster good relations between pupils as part of its Public Sector Equality Duty.

Under the Equality Act 2010 schools should have an Accessibility Plan.

In fact, the law requires that reasonable adjustments are made by employees who have a disability to remove barriers to full participation.

Whether a person is classed as disabled is generally determined by the effect that the impairment has on that person's ability to carry out normal day-to-day activities rather than on the impairment that they have. Someone is defined under the Equality Act 2010 if they have a physical or mental impairment that has a "substantial" and "long-term" negative effect on their ability to do normal daily activities.

- "substantial" is more than minor or trivial e.g. it takes longer than it usually would to complete a daily task like getting dressed
- "long-term" means 12 months or more- e.g. a breathing condition that develops as a result of a lung infection. It is also important to remember that not all impairments are easily identifiable.

A disability can arise from a wide range of impairments including:

- Sensory impairments, such as those affecting sight or hearing
- Impairments with fluctuating or recurring effects such as epilepsy
- Progressive, such as muscular dystrophy
- Organ specific, including respiratory conditions such as asthma
- Developmental, such as autistic spectrum disorders (ASD) and dyslexia
- Learning difficulties
- Mental health conditions
- Long-term illnesses such as cancer

At Barley Mow Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims and Objectives

Our school aims to be an inclusive school. We work closely with disabled children, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning so that all children can learn, achieve and participate fully in school life. We will make reasonable adjustments to ensure that a child or member of staff with disabilities is not placed at a disadvantage.

The content of the curriculum is specifically excluded from the Act's provisions, but the way in which the curriculum is delivered is specifically included in the Act. This means that Barley Mow Primary School is free to include all kinds of different issues, ideas and materials in the curriculum, but we need to ensure that the way in which the materials are delivered does not subject pupils to discrimination.

Training

Whole school training will continue to raise awareness of equality issues for staff and governors, to comply with the Equality Act 2010.

Accessibility Plan

At Barley Mow Primary School our Accessibility Plan shows how access is improved for disabled children, staff and visitors to the school by anticipating their needs where practicable and making reasonable adjustments to accommodate them.

Through the plan, school will deliver in a reasonable and timely manner.

- Increased access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as the able-bodied children; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as the participation in after-school clubs, leisure and cultural activities or school visits- it also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable time frame.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary- this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame.
- Improve the delivery of written information to children, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.
- Improve the delivery of remote learning materials and resources to children, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks, online training and delivery, information about school and school event; the information should be available in various preferred formats within a reasonable time frame.

Access Audit

The school is 14 years old and is easily accessible to all. Our on-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance is accessible to anyone in a wheelchair or with walking difficulties. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available for staff, pupils and visitors. They are fitted with a handrail and a pull emergency cord. The school has internal emergency internal signage and escape routes are clearly marked.

Management, Co-ordination and Implementation

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors, Head Teacher and Senior Leadership Team will work closely with the Local Authority. School will be able to deliver information to all children and parents with disabilities where necessary.

This policy should be read in conjunction with the School's Improvement Plan (SIP), SEND and Inclusion Policies, Equal Opportunities Policy and Gateshead Council's Accessibility Strategy for Schools.

Audit

The school will use the DfES (2002) checklists "identifying Barriers to Access" in order to draw up its Action Plan.

Monitoring and Review

Targets	Strategies	Outcome	Time frame	Success Criteria
Equality and Inclusion				
Accessibility Plan and Equality Policy are an annual agenda item at Governor committee meetings.	Agenda item added to committee meetings	Accessibility Plan and Equality policy regularly monitored to ensure school adhere to current legislation	Annually	Everyone is aware of the importance of ensuring Barley Mow Primary school is inclusive and champions equality for all.

Targets	Strategies	Outcome	Time frame	Success Criteria
Physical Environment				
Improve the physical environment of the school environment.	We are very fortunate at Barley Mow Primary School to have a new school building which can be accessed by all. Ramps, disabled parking, disabled toilets are already in place. The school will still continue to take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements to the site.	All needs to be met where possible.	On going	Physical accessibility of school remains good.
Physical environment stays safe for all.	To ensure driveway, roads, paths around school are as safe as possible.	No accidents on site.	On going	School is a safe place for all.

Targets	Strategies	Outcome	Time frame	Success Criteria
Delivery of the Curriculum				
Continue training for teachers and support staff on different aspects of SEND including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	On going	Curriculum inclusion is ensured for all.

To provide specialist equipment to promote participation in learning by all pupils.	Provide equipment as needed e.g. special pencil grips, wobble cushions, weighted items, headphones.			
Staff are skilled in helping pupils to value and respect each other. Independent working skills are encouraged and taught.	Shared ethos of respect and valuing each other. PSHE/ Citizenship programme in place.	Whole school ethos of valuing and respecting others. All parties working together to achieve this ethos.	On going	School ethos permeated all aspects of school life.
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out – of school provision to ensure compliance with legislation. All visits are logged on the Evolve database for HT approval or LA if needed.	All out- of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation requirements.	On going	Visits offered are accessible to all.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Ensure layout of furniture, specialist equipment is available if needed. e.g. sloping boards, specialist staff Advice on adapted/ specialist equipment from LA.	Lessons start on time without any adjustments needing to take place to accommodate the needs of individual pupils, in other words provision would already be in place.	On going	All children can access school. All children have access to appropriate activities that allow them to make good progress.
Access arrangements to meet individual's needs when taking tests will be applied for and support provided when required.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their needs met, and any barriers to achieving their full potential will be removed.	On going	All children reach their full potential.

Targets	Strategies	Outcome	Time frame	Success Criteria
Written/ Other Information to ensure equal access of				

information to all children and parents				
Provide written materials in alternative forms, to allow access to all.	Review all current school publications and promote the availability in different formats. Signer for Christmas Performances Make available school brochures, school newsletters and other information for parents/ carers in alternative formats. E.g. Large print School accesses LA interpreters when needed.	The school will be able to make sure that documents are accessible by all.	On going	Delivery of information to all is improved and ensures access for all.