

Accessibility Plan 2025-2027

Improving Access to the Curriculum

Target	Responsibility	Strategy	Success Criteria	Timescale	Monitoring
To increase the awareness of class based staff in identifying and responding to pupils who have or may have a disability.	All staff/SENCo/ Inclusion Leader	<p>Use of screening tools (with support of Inclusion Leader) to gather evidence about pupils where a disability is suspected.</p> <p>Assess Plan Do Review approach in line with Code of Practice to monitor impact of intervention / support on outcomes.</p> <p>Referrals made to external professional agencies by the SENCo when needed. Recommendations put into place and support given to staff.</p>	<p>Staff are able to identify pupils who may have a disability. E.g. hearing impairment, and put into place simple strategies to support the child within the class and other school settings.</p> <p>Provision in classes adheres to the expectations set out in the Local Offer for Barnet relating to the needs of each individual with a disability.</p>	Ongoing	Inclusion Lead/SENCo
Visual and concrete supports are embedded to aid understanding and independence for all pupils, including those with disabilities.	All staff/SENCo/ Inclusion Leader	Use of visual timetables, visual prompts, schedules, objects of reference, Numicon, writer's toolkits, word mats etc. to promote understanding and independence from adults, and reduce anxiety where required.	<p>Visual and concrete supports routinely used within class and as an integral part of lessons.</p> <p>Pupils with disabilities are supported in their understanding and independence without having to rely exclusively on adult support.</p>	Ongoing	SENCo/ Inclusion Leader
Access to ICT to support learning for pupils with a disability or additional need.	All staff/ Computing Leader	Pupils who struggle with writing to be allowed additional access to iPads/laptops/listening stations/recording devices/interactive whiteboard to record and access their work.	Pupils are able to participate in lessons to be able to engage and progress in learning.	Ongoing	Computing Leader/ Inclusion Leader/ SENCo

All enrichment activities, e.g. trips, experiences, after school clubs, are planned to enable, where reasonable, the participation of all pupils.	All staff/SLT	Planning and risk assessments take into account accessibility issues and comply with legislation. Reasonable adjustments, e.g. transport arrangements are made where necessary. Positive discrimination to ensure that children with statements and SEN Plans are represented on school council.	Increase in access to enrichment activities for all disabled pupils.	Ongoing	Inclusion Leader/ SENCo
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Target	Responsibility	Strategy	Success Criteria	Timescale	Monitoring
Curriculum reflects the contribution of disabled people to society.	All staff/ Our World Curriculum Team	Ensure positive images of disabled people are portrayed in assemblies, curriculum planning, texts, themed weeks, and through RSHE and PE.	Pupils and adults understanding and support of disabilities increases.	Ongoing	Our World Curriculum Team
Classrooms are organised to support the participation and independence of all pupils, including those with disabilities.	All staff	Class staff to plan and implement a preferred layout of furniture and equipment to support the needs of individuals within the class. Only current learning is shared on displays. Cognitive/Sensory overload decreased as much as possible within classrooms and whole school environment.	Pupils with disabilities are able to participate in lessons with increasing independence.	Ongoing	Inclusion Leader
SEND/Breakout Spaces	All staff/Inclusion Leader/SENCo	Breakout spaces to be used to regulate all pupils. Breakout spaces to be used for interventions or focus work when children are struggling to concentrate in class.	Pupils are feeling regulated and ready to access the classroom. Pupils have autonomy to know when they need to access the space.	Ongoing	Inclusion Leader/SENCo

All staff are trained so that they are effective in the support of pupils with disabilities.	Inclusion Leader/SENCo	Provide training on how to effectively support pupils with; <ul style="list-style-type: none"> • ADHD • ASC • Dyspraxia • Epilepsy • Speech and Language Difficulties • Hearing impairments • Visual impairments • Physical impairments • Literacy difficulties • Downs Syndrome Ensure all new staff members are up to date with training on effective support for children with disabilities and additional needs.	All staff feel confident teaching pupils with disabilities and pupils are receiving appropriate support.	Ongoing	SLT
All policies consider the implications of disability access.	SLT	As policies are reviewed, disabilities access is referred to if necessary.	Policies reflect the needs of all our pupils.	Ongoing	Governing Body

Improving Physical Access

Target	Responsibility	Strategy	Success Criteria	Timescale	Monitoring
Access to the school is easy for all stakeholders with disabilities.	Caretakers and SLT	Reposition Nursery intercom so that it is 1050mm off the ground floor level and paint the edge of the step so it is contrasting.	People with wheelchairs can access the Nursery.	Summer 2027	Governing Body
		Install BS8300 compliant handrails on the ramp leading into the KS2 playground, from the dining hall, Art Block, internal stairwells and from the Nursery. Ensure all ramps have contrasting colour.	Physically disabled people will be able to access areas independently.	Summer 2027	Governing Body
		Paint bright colour contrast on all the steps to ensure that the edges of the steps are visible.	All people will be able to walk safely down steps.	Spring 2027	Governing Body

		Reposition cupboard so that the release button at the main entrance is fully accessible.	People with wheelchairs will be able to access the button with ease.	Summer 2026	Governing Body
		Change the handle on the Art Block so that it is easy to use for all.	All people will be able to access the Art Block easily.	Summer 2026	Governing Body
		Ensure door leading from Red Design and Technology Room has permanent strips on the glass within a zone of 1.4mm to 1.600mm from the floor. These strips need to be contrast in colour (not treated glass) and luminance with the background seen through the glass in all light conditions.	Exit from the Design and Technology Room Red Room is clear and not obstructed.	Summer 2026	Governing Body
		Install new BS8300 compliant door furniture on all doors.	Doors are easily opened and closed for all.	Spring 2027	Governing Body
		Change edging to all stairs to a more contrasting colour.	Stair edges are clearly visible.	Spring 2027	Governing Body
		Lever taps to be added to all sinks.	All taps are easy to use.	Autumn 2027	Governing Body
		Contact Barnet Council so they can ensure that the pathway to school is levelled to allow disabled access.	Pathway to school is level and not a trip hazard.	Summer 2026	Governing Body