



# Bartley C of E Junior School

## Accessibility Policy

<b>Name of Unit/Premises/Centre/School</b>	Bartley CE Junior School
<b>Date of Policy Issue/Review</b>	October 2025 - Review October 2028
<b>Name of Responsible Manager/Headteacher</b>	SENCO, DHT and HT
<b>Date approved by Governors if statutory:</b>	21.10.2025

### ***Our vision***

*We are committed to providing excellence everyday so each child can achieve, be happy and be successful in everything they do.*

*Our Christian values foster love for ourselves and each other.*

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## **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 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

Bartley C of E Junior School aims to treat all 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 committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our 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.

## **Legislation and Guidance**

This policy 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.

## Action Plan

AIM	CURRENT PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>1. Increase access to the curriculum for pupils with a disability</p>	<p>Bartley C of E Junior School offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are personalised for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>SENDCo monitoring of planning will indicate that planning is differentiated and specific, impacting on the progress of all children.</p> <p>Teaching staff will ensure that individual needs will be identified and met effectively</p>	<p>Driven by SENDCo and SLT</p> <p>Commitment from all stakeholders (Governors, parents, children, TAs, Teachers)</p> <p>SENDCo will work alongside SEND Governor</p>	<p>The curriculum is adapted and differentiated to meet the needs of all pupils</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>IEP targets are written and reviewed at least every half-term for pupils with additional needs</p>

<p>2. Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Hand rails, ramps etc as required for public access and for children as required to be checked and discussed during annual review with property services.</p>	<p>HT, SBM, SLT, Property Services</p>	<p>The environment at Bartley C of E Junior School is adapted to the needs of pupils as required.</p>
<p>3. Improve the delivery of information to pupils with a disability</p>	<p>Continue to upgrade and refurbish curriculum hardware and software to enable children with learning difficulties to access the curriculum.</p> <p>Continue close liaison with outside agencies and feeder schools to ensure school is aware of future needs of pupils.</p>	<p>SENDCo and Class Teachers review individual needs as part of individual care plans and EHCPs.</p>	<p>HT, SENDCo, SAFO (School Admin and Finance Officer), Computing Lead</p>	<p>To be reviewed as part of individual care plans and EHCPs.</p> <p>Transition will be carefully planned with our Key Stage One feeder schools and bespoke transition arrangements to meet the needs of pupils.</p>

### **Relevant Policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

- SEND policy
- Supporting pupils with medical conditions policy

### **Monitoring Arrangements**

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