



Barnsole Primary School

Accessibility Plan



Maritime
Academy
Trust

Date of Review:	September 2025
Date of Next Review:	September 2026

1. Aims

Schools are required under the **Equality Act 2010** to have an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate fully in the school curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take greater advantage of education, facilities, and services.
- Improve the availability and accessibility of information provided to pupils with disabilities, their families, and the wider school community.

Barnsole Primary School is committed to treating all pupils fairly and with respect. We provide equal opportunities for all pupils, without discrimination of any kind, and we aim to ensure that every child can thrive, achieve success, and prepare for adult life.

This plan is available on the school website and can be provided in alternative formats upon request.

We are committed to ensuring staff receive ongoing training on equality and disability awareness, in line with the Equality Act 2010, and that accessibility is embedded in all aspects of school life.

We value the contributions of parents, carers, pupils, staff, governors, and external partners in the development and implementation of this plan.

2. Legislation and Guidance

This plan meets the requirements of:

- **Schedule 10 of the Equality Act 2010** and the Department for Education (DfE) guidance on the Equality Act.
- The **Special Educational Needs and Disability (SEND) Code of Practice (2015)**.
- The **Public Sector Equality Duty (Equality Act 2010, Section 149)**.
- The **Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018**, which require schools to ensure digital content and communications meet the **Web Content Accessibility Guidelines (WCAG) 2.1 AA** standard (moving toward WCAG 2.2).

Definitions under the Equality Act 2010:

- A person is disabled if they have a physical or mental impairment which has a *substantial* and *long-term* adverse effect on their ability to carry out normal day-to-day activities.
- *Long-term* is defined as lasting a year or more, and *substantial* means more than minor or trivial.
- This includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make *reasonable adjustments* to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers.

This plan also complies with the school's funding agreement and articles of association.

Aim	Current Practice	Objectives	Actions
Increase access to the curriculum	Differentiated curriculum; tailored resources; examples of people with disabilities included; progress tracking for all pupils	Ensure curriculum access for all, including SEND and EAL pupils	- Regular review of curriculum policies and planning, including educational visits - Embed inclusive teaching strategies across all subjects - Review mental health and wellbeing policies for accessibility - Use appropriate ICT (assistive technology, translation tools, screen readers)
Improve and maintain access to the physical environment	Environment adapted where required (ramps, accessible toilets, corridor width, shelves at wheelchair height)	Ensure premises meet accessibility needs	- Regular accessibility audits of site - Maintain and improve ramps, signage, and toilets - Develop and maintain Personal Emergency Evacuation Plans (PEEPs) for pupils/staff with additional needs
Improve access to information	Range of communication methods (signage, large print, pictorial symbols); support for parents to access information	Ensure all stakeholders can access information in appropriate formats	- Ensure website and digital content are compliant with WCAG 2.1 AA - Provide alternative formats (large print, Braille, audio, translated versions) upon request - Maintain access to translation tools on website - Train staff in accessible

			communication practices
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4. Monitoring and Review

- This plan will be reviewed **annually** and updated where necessary to reflect changes in guidance, legislation, or school circumstances.
 - Progress will be reported to the **Local Governing Body / Trust Board** each year.
 - Accessibility audits will be carried out annually to monitor progress against objectives.
 - Parents, carers, pupils, and staff will be consulted to gather feedback on accessibility.
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5. Links with Other Policies

This plan links with the following school policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty)
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

