



**Freeman's Endowed Church of England
Junior Academy &
St Barnabas Church of England School**

Accessibility Plan

**Committee Person(s) Responsible:
Senior Leadership Team**

Review date: September 2026



Our Vision

At Freeman's & St Barnabas we believe all children should have a safe and happy place to learn. Our schools are committed to creating a caring, secure and stimulating environment in which all individuals feel respected, included and valued. We believe this gives individuals the opportunity to reach their full potential emotionally, socially and academically.

Together we build a Christian foundation of love, care, respect and forgiveness for all members of our school families. These deeply embedded values influence our whole lives and community, permeating everything we are and do. Our love is not just words and talk; it is true love, shown in our actions.

Our schools are a family community where everyone learns to love and is truly valued. Each unique individual makes a valuable contribution to the school. Together we flourish through enriching experiences, mutual encouragement and outstanding teaching. Our emphasis is on a rounded education that promotes resilience and equips our pupils with a strong foundation for the future.

Aims - Inclusivity

Freeman's Endowed CE Junior Academy & St Barnabas CE Infant 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. Both schools are required to have an Accessibility Plan under the *Equality Act 2010*. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum.

- Improve the physical environment of the school / academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Both schools are also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.

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

We have included a range of stakeholders in the development of this accessibility plan. This includes pupils, parents, staff and governors from both schools.



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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2014)* '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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disability (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.

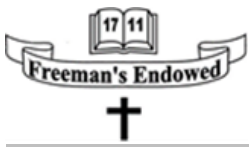
It will be reviewed by pupils, parents, staff and governors of the school / academy and approved by the Academy Governance Committee.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<ul style="list-style-type: none"> Focus on inclusive high quality teaching Adapted and personalised curriculum for all pupils. Tailoring resources to support access to the curriculum. Curriculum resources to include examples of people with disabilities. Review of the curriculum to ensure it is inclusive Access to statutory assessment Disability awareness training for staff and governors 	<p>SEN Observations walks and feedback across school</p> <p>Ensure school council is a fair and balanced representation of cohort</p> <p>Meetings with subject leaders to discuss following years curriculum</p> <p>Purchase books which include characters with different disabilities.</p> <p>Input of Thrive into the curriculum</p> <p>Ensure website is updated to ensure accessibility to documents/support</p> <p>Regular assessment reviews based on individual needs to ensure changes in needs are met Virtual</p>	<p>SENCO</p> <p>SLT</p> <p>SENCO</p> <p>SLT</p> <p>SLT</p> <p>SENCO</p> <p>N/A</p>	<p>Termly</p> <p>Termly</p> <p>July 2023</p> <p>October 2023</p> <p>Termly</p>	<p>All pupils with SEN are fully included in lessons which are adapted to meet the pupil's needs. Where personalised curriculum targets are implemented, children may be withdrawn to work on individual targets.</p> <p>Books in all classes represent diverse groups of people and promote equality.</p> <p>Children with SEND are represented on junior leadership forums and engage in pupil voice.</p> <p>All staff are familiar with the SEND Code of Conduct and have training focused on equality and disability.</p>



<ul style="list-style-type: none">• Access to extra curricular activities, visits	training to be scheduled (1			All trips are fully accessible to pupils with SEND and liaison with
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Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Making environmental adaptations to the needs of pupils as required.</i></p> <p><i>This may include::</i></p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Access to specific area of the building • Access to outdoor areas • Emergency exits and evacuation procedures 	<p>-Yellow markings across outdoor environment</p> <p>-Re-mark disabled parking space</p> <p>-Wellbeing interventions for VI pupils and peers to take place downstairs (when applicable)</p> <p>-All emergency exits to remain clear of obstruction</p> <p>'break out' areas to remain tidy throughout day</p> <p>Emergency exits clearly labelled to ensure accessible to children adults with differing disabilities</p>	<p>Site, VI Team, SENCO</p> <p>Site, SENCO</p> <p>Wellbeing Team</p> <p>Site, All staff</p> <p>Year group teams, Site</p>	<p>September 2023</p> <p>January 2024</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>School site is fully accessible to pupils with additional physical needs. Risk assessments show that all required risk reduction and safety measures are in place.</p> <p>Signage and safety information is regularly checked and updated as appropriate to changing needs by the SENCO.</p>

Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Developing the use of a range of communication methods to ensure information is accessible. This may include::</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	Whole school visual timetable to be established using communication in print	SENCO	September 2023	All classrooms have clear visual timetables for access by all children
	-Visual systems to be available on SEN folder of the google drive	SENCO	September 2023	SENCO identifies which pupils need adapted resources and SEN assistants ensure that resources are age appropriate and user friendly.
		SLT	On-going	
	-All internal signage to be monitored	SENCO	October 2023	Large print resources and communication is available for pupils and staff.
	-Social story training for TA's Large exercise books to be available for pupils if required	Class staff	On-going	
	-Regular meetings with the VI team (3PC)	Year group teams	Termly	
	Large print letters to be available on request – note on letters/website	SENCO Admin Team	As required	