



Barrs Court Primary School

Accessibility Policy & Plan (2026–2029)

1. Introduction

At Barrs Court Primary School, we are committed to ensuring that all children have equal access to education and the opportunity to achieve their full potential. We value the individuality of every child and actively promote an inclusive environment where diversity is celebrated and barriers to learning are removed wherever possible.

We believe that the achievements, attitudes and well-being of all pupils matter. We strive to provide a broad, balanced and accessible curriculum for all pupils, regardless of ethnicity, faith, gender, background, attainment or disability.

Barrs Court Primary School recognises its responsibilities under the Equality Act 2010 and is committed to promoting equality of opportunity and fostering positive relationships within our school community.

2. Purpose of the Accessibility Plan

The purpose of this Accessibility Plan is to demonstrate how Barrs Court Primary School intends, over time, to increase accessibility for pupils with disabilities.

The aims of this plan are to:

- Increase the extent to which pupils with disabilities can participate fully in the curriculum.
- Improve the physical environment of the school to enable pupils and visitors with disabilities to take better advantage of the facilities and services provided.
- Improve the availability and accessibility of written and digital information for pupils, parents, carers and visitors.

This plan shows how access will be improved within a given timeframe and how reasonable adjustments will be anticipated and made where practicable.

3. Legal Framework

This plan is written in line with, and supports, the following legislation and statutory guidance:

- Equality Act 2010
- Children and Families Act 2014 (Section 69)
- SEND Code of Practice (2015)
- Special Educational Needs and Disability Regulations 2014

The school recognises its duty to avoid discrimination, promote equality of opportunity and ensure that no pupil or adult is placed at a substantial disadvantage.

4. Definition of Disability

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

5. School Context

Barrs Court Primary School supports pupils with a wide range of additional needs, including:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and physical needs
- Medical needs

The school site includes accessible entrances, a ground-floor disabled toilet and designated disabled parking. The school regularly reviews accessibility arrangements to respond to changing needs within the school community.

6. Accessibility Objectives and Action Plan (2026–2029)

The Accessibility Plan focuses on three key areas:

Section 1: Curriculum Access

Objective	Action	Who	Resources	Timescale	Monitoring
To identify and respond to access needs of pupils with disabilities	Annual reminder to parents/carers via newsletters and school communication platforms; SEND register reviewed regularly	SENDCo, Office Staff	Time to update school systems	Termly	SLT
To ensure curriculum planning meets the needs of all pupils	Adjustments included in planning; monitoring of books and planning	Teachers, Subject Leaders	Monitoring time	Termly	SLT
To ensure pupils can access instructions and information	Use of visual timetables, Now/Next boards, assistive technology, adapted resources	Class Teachers, SENDCo, Support Staff	iPads, visuals, specialist resources	Ongoing	Headteacher, SENDCo
To ensure educational visits are accessible to all pupils	Inclusive risk assessments; reasonable adjustments made; appropriate staffing	Class Teachers, EVC	Training where required	Ongoing	Headteacher, Governors
To ensure staff receive SEND and inclusion training	CPD programme; external specialists used as required	SENDCo, SLT	CPD budget	Annual	Headteacher
To promote positive representation of disability	Audit books and resources; ensure inclusive materials	Subject Leaders	Release time	Ongoing	SLT

Section 2: Physical Environment

Objective	Action	Who	Resources	Timescale	Monitoring
To identify access needs of pupils, staff and visitors	Annual reminders to parents/carers; feedback gathered	Headteacher, Office Staff	Admin time	Ongoing	Headteacher
To ensure safe evacuation procedures	PEEPs created and reviewed; staff trained; exits kept clear	SENDCo, SBM, Site Staff	Time to create plans	Ongoing	Headteacher
To maintain accessible learning environments	Classroom layouts adjusted; furniture adapted where required	Teachers, SBM	Cost of adjustments	As required	Premises Committee
To develop sensory provision	Allocate space and install sensory resources	Headteacher, SBM	Sensory equipment	By Autumn 2026	SLT, SENDCo

Section 3: Access to Information

Objective	Action	Who	Resources	Timescale	Monitoring
To ensure information is accessible	Use clear language; offer large print, translated documents if required	Office Staff, SLT	Translation support	Ongoing	Parent feedback
To reflect language diversity	Display signage in community languages	SLT, Office Staff	Printing resources	Autumn 2026	Site walks
To ensure SEND meetings are accessible	Child-friendly targets; translators offered; additional support welcomed	SENDCo, Teachers	Interpreter costs	Ongoing	Headteacher

7. Monitoring and Review

This Accessibility Plan will be:

- Reviewed annually by the Senior Leadership Team and Governors
- Published on the school website
- Informed by feedback from pupils, parents, carers and staff

The plan should be read alongside:

- SEND Policy
- Behaviour Policy
- Health and Safety Policy
- School Improvement Plan

Policy Information

Policy Start Date: January 2026

Policy Review Date: January 2029