



Accessibility Plan 2025-2028

Person Responsible	Donna McInnes
First Written	September 2025

Date For Review	Reviewed	Signature
September 2026		
September 2027		
September 2028		
September 2029		

All policies are renewed annually. If no change then just signed. If an amendment or full change is required, this is recorded.

Our Vision

Our school family is a strong, vibrant Christian community with a mission to inspire love for God, for each other and for learning. Once rooted in love, we flourish: living fruitfully, aspiring to grow in wisdom and virtue, and branching out to share God's love in St Barnabas and beyond.

We believe every child is created in God's image, precious and unique. Within God's love we support and encourage one another to grow and flourish.

At St Barnabas, this means ensuring that all pupils, including those with Special and Additional Needs (SAN) or disabilities, are safe, respected and ready to succeed.

"Love each other as I have loved you." – John 15:12

Legal Framework

This plan is written in line with the Equality Act 2010, which requires schools to:

- Eliminate discrimination and harassment.
- Advance equality of opportunity.
- Foster good relations between people.

The Act defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

This plan also links with:

- The SAN (SEND) Policy
 - The SAN Information Report
 - The Equality and Diversity Policy
 - The Belonging Policy
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Aims of the Accessibility Plan

- To increase access to the curriculum for pupils with disabilities and SAN.
 - To improve the physical environment to enable disabled pupils to take better advantage of education, facilities and services.
 - To improve the delivery of information to pupils and parents with disabilities.
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Our Approach

We believe that accessibility is about belonging. We work to remove barriers so that all children and adults can fully participate in school life. This includes:

- Listening to children and families.
 - Making reasonable adjustments.
 - Planning proactively for future needs.
 - Embedding inclusion into teaching, worship and daily routines.
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Action Plan

Improving Physical Access

- Create access plans for individual disabled pupils as part of their One Page Profile or Support Plan.
- Consider staff, governors, parents and visitors' access needs and provide adjustments as needed.
- Review building layout regularly to ensure safe access for all (based on the most recent Wiltshire Council environmental audit).
- Put in place Personal Emergency Evacuation Plans (PEEPs) for pupils with mobility or health difficulties.
- Ensure ICT equipment and software is accessible to all children, with alternatives provided when needed.

Success Criteria: Pupils, staff and visitors feel confident that their needs are met; buildings and classrooms are usable by all; all pupils can be safely evacuated in an emergency.

Improving Access to the Curriculum

- Provide Quality First Teaching that is inclusive and adapted to the needs of all learners.
- Train staff in inclusive strategies (e.g. dyslexia-friendly approaches, autism awareness, communication strategies).
- Provide additional resources (e.g. coloured overlays, adaptive equipment, assistive technology).
- Use a graduated response (Assess–Plan–Do–Review) to ensure support is timely and effective.
- Work with external agencies (e.g. Speech & Language Therapy, Educational Psychology) to extend provision.

Success Criteria: Pupils with disabilities and SAN make progress in line with their peers, achieve aspirational outcomes, and are included in all areas of school life.

Improving Access to Information

- Provide school communications (letters, newsletters, reports) in clear print and plain English.
- Offer information in alternative formats (large print, symbols, translation, digital formats) when required.
- Ensure the website is accessible and up to date with all statutory information.
- Use child-friendly formats for review meetings, so pupils can contribute meaningfully to their own plans.

Success Criteria: Parents and pupils with disabilities or additional needs can access information independently and feel fully included.

Monitoring and Review

- The Accessibility Plan is monitored termly by the Headteacher and SANCO, and reported annually to governors.
 - Progress against actions will be reviewed, and new targets set as needs change.
 - The plan will be published on the school website and shared with staff and governors.
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Our Commitment

At St Barnabas, accessibility is more than a legal requirement: it is a reflection of our values and vision. We are committed to ensuring that every child belongs, is valued and supported to flourish – safe, ready and