

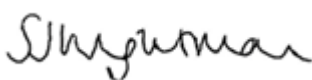


Barrow CEVC Primary School

Inspire, Create, Discover, Together



Accessibility Plan

Originated by:	Jo Woodland
Reviewed by:	Jo Woodland
Review date:	September 2026
Distributed to:	All staff, governors & volunteers
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Signature of Chair of Governors:	
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1. Purpose and legal framework

Barrow CEVC Primary School is committed to making school life accessible to disabled pupils and to removing barriers to participation. This plan sets out priorities for improving access over three years. It should be read alongside the school's SEND information, Equality Information and Objectives, safeguarding arrangements and relevant policies.

Under Schedule 10 of the Equality Act 2010, the school must plan to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment so disabled pupils can take advantage of education, benefits, facilities and services.
- Improve the delivery of information to disabled pupils in accessible formats.

The school also has duties to make reasonable adjustments and to avoid disability discrimination. Individual adjustments must be considered when needed; they should not wait for an action in this three-year plan to be completed.

2. Our approach

We aim to anticipate barriers, listen to pupils and families, seek specialist advice where appropriate and make practical adjustments. Staff use inclusive teaching, visual and communication supports, adapted resources and individual plans as needed. Decisions will reflect the needs of the current cohort and the school site, with appropriate regard to available evidence and resources.

The SENDCo and leadership team will review accessibility needs with staff, families and relevant specialists. Governors will monitor progress against the action plan annually. Actions described below are planned or ongoing priorities; they are not confirmation that every physical change or resource is already in place.

3. Accessibility priorities and action plan

A. Access to the physical environment

Priority	Action / evidence of progress	When	Lead
Site access	Review steps, edge markings, lighting, signage, routes and accessible parking; record identified improvements and completion dates.	Annual	Premises / SLT
Individual access	Review access arrangements for pupils with mobility, visual or other physical/sensory needs, drawing on specialist advice and individual risk assessments.	Ongoing	SENDCo
Emergency evacuation	Review and rehearse individual PEEPs where required; ensure relevant staff understand roles and arrangements.	Termly	SLT / SENDCo
Medical access	Maintain appropriate staff training and individual healthcare arrangements for pupils whose medical needs affect access to school.	Ongoing	SLT

B. Access to the curriculum

Priority	Action / evidence of progress	When	Lead
Inclusive teaching	Review reasonable adjustments across subjects, including chunked instructions, visual prompts, seating, movement/sensory	Annual	SENDCo / staff

	breaks and assistive resources where appropriate.		
Visual impairment	Review accessible learning materials, braille/large print and appropriate assistive technology with specialist VI advice for identified pupils.	Ongoing	SENDCo / VI team
Communication and sensory needs	Support consistent use of individual communication strategies, sensory aids and low-arousal approaches for pupils who require them.	Ongoing	Class teams
Participation	Check access to clubs, trips, PE and wider school activities; plan adjustments and individual risk assessments where needed.	Each activity	Visit lead / SLT
Staff development	Identify and provide targeted training based on the needs of pupils and staff.	Annual	SENDCo / SLT

C. Accessible information and communication

Priority	Action / evidence of progress	When	Lead
Pupil information	Provide information in appropriate formats, such as visual supports, simplified language, large print, braille or accessible digital formats, based on assessed need.	Ongoing	Class teams / SENDCo
Family communication	Ask parents/carers about access and communication requirements and offer reasonable alternative formats or communication methods where required.	Annual / on request	Office / SLT
Digital accessibility	Review accessibility of commonly shared documents and online materials, including readable layout, clear headings and accessible alternatives where practical.	Annual	SLT / staff

4. Implementation and review

The Headteacher and SENDCo will coordinate implementation with the premises team and class staff. Progress will be recorded against actions, including what has been completed, any outstanding barriers, and priorities for the following year. The governing body will review progress annually and formally review the plan within three years, or sooner if significant changes are required.