Barnwell School
Accessibility Plan

Reviewed – January 2026

To be reviewed – January 2029

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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 to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our 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.

This Accessibility Plan seeks to address the statutory requirements of the Equality Act 2013 and to further the aims of our vision of providing a stimulating learning environment for all students, by continuing to improve all aspects of the physical environment and resources of the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Barnwell School is an 11-18yrs comprehensive school of approximately 1300 students working across 2 campuses. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Please see details of the Hertfordshire County Council Accessibility Strategy.

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

We have included a range of stakeholders in the development of this accessibility plan, including Governor with particular responsibility for SEND, selection of students and the school SENCO.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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.

How we plan to increase the extent to which disabled children and young people can

participate in our school curriculum				
Current good and developing practice	**Actions to be taken**	**Lead person**	**What would success look like?**	**Date to be achieved**
Curriculum developments are monitored and reviewed to ensure accessibility for those with a disability.	Regular reviews of curriculum. Developments to stretch and challenge all students. Learning journeys shared with students.	Head of faculty SENCo Assistant headteacher for Inclusion	Accessibility for all. All students aware of their learning journey.	Ongoing
We use appropriate resources tailored to the needs of pupils who require support to access the curriculum	Regular staff training to specify resource adaptation. Student training on specific software.	As above.	All staff confident and competent in the adaptation of resources. Students independently accessing technology to access the curriculum	Ongoing
Barnwell offers a differentiated curriculum for all pupils.	Regular reviews of curriculum.	As above.	Accessibility for all.	Ongoing.
Targets are set effectively and are appropriate for pupils with additional needs	Regular progress meetings with lead on progress at KS3 and KS4.	As above and KS3/4 progress.	Students feel a sense of achievement and complete work specific to their learning ability.	GCSE targets set at the beginning of year 7 and reviewed each term.

How we plan to improve the physical environment of our school for disabled children and young people				
Current good and developing practice	**Actions to be taken**	**Lead person**	**What would success look like?**	**Date to be achieved**
The environment is adapted and is suitable for those with a visual impairment.	Black and yellow hazard tape or contrasting paint on upright posts. Check flashing beacons that signal fire alarm activation regularly.	Business manager. Site manager.	All students with a physical disability are able to fully access our environment.	Ongoing maintenance.
Students with sensory sensitivities are considered and advice and strategies are sent to all staff. The school has an allocated sensory timeout space.	Sensory audit of school. Sensory safe space to contain calming equipment and décor.	SENCo	All staff are aware of student sensory sensitivities and are able to cater for their needs. Students are aware of the safe space.	Audit in the Autumn term (annually) and ongoing.
Accessible car parking. Disabled bays near to the school's main entrance on both sites.	Re marking of disabled bays. Possible increase in disabled bay's.	Business manager. Site manager.	All disabled car users are able to easily access our environment.	New bays on both campus marked summer 25
Disabled toilets and changing facilities.	Audit use and accessibility for students with a 'hidden' disability.	Business manager. Site manager. SENCo	Students, staff and visitors are able to use the appropriate facilities.	Ongoing.
Ramps are in place to ensure accessibility to all ground floor	Installation of handrails in appropriate areas. Installation of	Business manager. Facilities manager.	Student with mobility difficulties are able to access the main areas of the school	Ongoing.

classrooms/spaces. Corridors and door widths are wheelchair friendly.	directional signage Contrasting paint applied to all handrails		environment.	

How we plan to improve the delivery of information to disabled children and young people				
Current good and developing practice	**Actions to be taken**	**Lead person**	**What would success look like?**	**Date to be achieved**
Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Alternative methods of information delivery e.g. immersive reader. • Visual timetables.	Complete a SLCN audit. Complete a student questionnaire on delivery of information.	SENCo	Differentiated resources tailored to student needs. Accessibility for all.	Ongoing.
Student support registers to highlight needs of individual students e.g. sensory sensitivities. This information is used and considered during lesson and activity planning.	Continued CPD tailored to meet the needs of students. Continually updated support registers available to all staff in the learning Support folder on the staff area. Some brief details on SIMS system.	SENCo HOC/HOF	All staff aware of student needs	Ongoing
Information and advice on strategies to address the needs of students with hearing impairment, Autistic Spectrum Conditions, ADHD, Tourettes, Speech and language difficulties etc.	Refresher information to be shared with staff.	SENCo	All staff aware of student needs	Ongoing

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

The Site Manager in conjunction with School Business Manager the will ensure that all developments undertaken under the Accessibility Plan will be subject to regular checks and repair as appropriate.

Current and planned developments set out in this plan may be subject to change due to the changing needs of individuals, as advised by the SENCo.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special educational needs policy
- Supporting pupils with medical conditions policy
- Emotional wellbeing and behaviour Policy