



Barkisland CE (VA) Primary School

Accessibility Statement

The SEN and Disability Act 2001 and the Equality Act 2010 expects that these three key duties towards disabled pupils are adhered to:

1. not to treat disabled pupils less favourably for a reason related to their disability (directly or indirectly);
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This statement sets out the proposals of the Governing Body at Barkisland CE (VA) Primary School to increase access to education for disabled pupils in the three areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The School's Context

We are a Voluntary Aided school for children from ages ranging from 4 years to 11 years. The school comprises of several buildings covering a small site, mostly of one storey construction. We have a small Nursery provision for 3 year olds which runs as part of our EYFS classroom.

The School's Aims

- We embrace a partnership between the school and home
- To offer each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- To ensure every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- Our children will be helped to appreciate that they are members of the wider community in its richness and diversity
- Our curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

Objectives

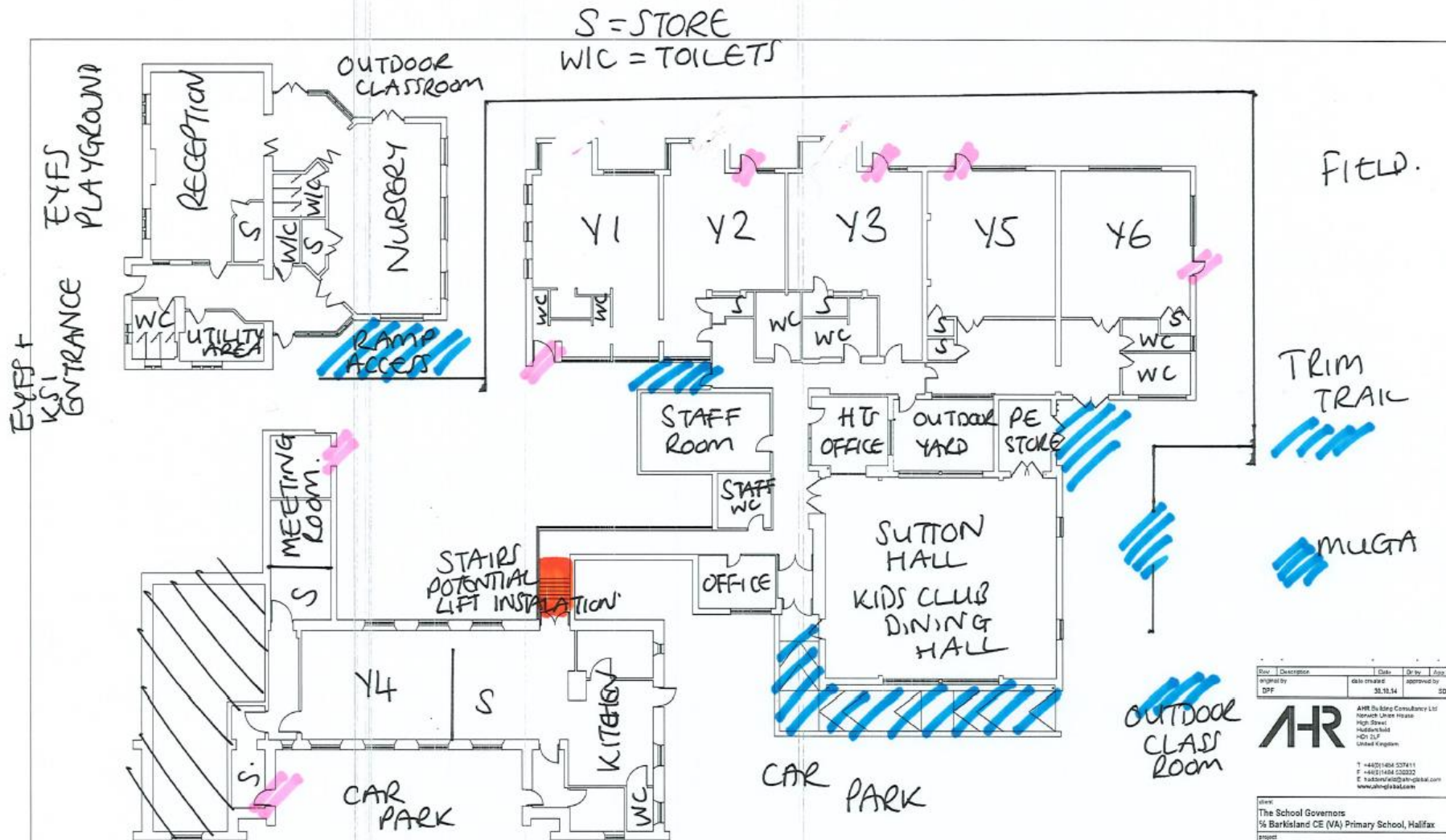
Barkisland CE (VA) Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents/carers knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. When a child or staff member requires access to our school with a disability, we will endeavour to work closely with families to establish any required modifications.

The Accessibility Statement contains relevant actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Plan of the school building showing areas of accessibility:



Ground Floor Plan - As Existing
Scale: 1 : 200

/// Accessible Parts

/// Can be made accessible if required

/// KS2 ENTRANCE EXIT

BARKISLAND CE (VA) PRIMARY SCHOOL, HALIFAX
GROUND FLOOR PLANS - AS EXISTING

Rev	Description	Date	Dr by	App by
original				
DFP		30.10.14		DOB

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Client:
The School Governors
% Barkisland CE (VA) Primary School, Halifax
 Project:
Floor Plans

Contents:
As Existing

Project Number	Scale	Sheet
2014_00002_000	1 : 200	@A3
Drawing Number	Rev	Issue Status
BK_001		Information

This drawing is to be read in conjunction with all related drawings. All dimensions must be checked and verified on site before commencing any work or producing shop drawings. The printer should be notified immediately of any discrepancy. This drawing is copyright and remains the property of AHR.

The plan shows the current accessible routes within school (blue) in addition to possible ramp routes (pink) if required, we currently have a portable ramp for these areas. Highlighted in red is currently stairs access to our Y4 classroom and lunch serving hatch, this has potential to have a permanent lift installed if required.

At present, current more accessible routes to the Y4 classroom and lunch serving hatch require a person to exit via the main entrance, down the ramp, through the carpark and into the dining hall via the Kids Club entrance.

All doorways to classrooms and the Sutton Hall are suitable for wider access for wheelchairs.

All external doors or gates are only accessible via keyless fob entry or coded padlocks to ensure the safety of our pupils.

Our Action Plan

At Barkisland the current accessibility needs suit all school users.

If required however we would improve accessibility in the following ways;

- Create permanent ramps where currently portable ramps are used if needed
- Install a lift to create access to the dining hall
- Install additional lighting
- Add visibility strips where required to steps / drops

Written: October 2017

Reviewed: Nov 2020, May 2021 and July 2024