Friern Barnet School

Accessibility Plan

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Approved by:	Head Teacher	**Date:**	October 2026

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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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Local Authority will have regard to the need to allocate adequate resources in the implementation of this strategy.

Friern Barnet School is recognised as being an inclusive school, which maximises the potential of each of its students by supporting and addressing their varying individual needs. We believe that every person is a unique individual. We are, therefore, committed to treat every person with respect and due regard. We aim to promote a culture of inclusion and diversity in which everyone can participate in school life.

Our motto 'Enjoy and Excel', ensures that we are committed to enabling every opportunity for students to develop their talents to the full by providing equality of education and opportunity for students with Special Educational Needs and Disabilities (SEND).

Our school is committed to a fair and equal treatment of all individuals, able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
Increase access to the curriculum for students with a disability	The curriculum offer at Friern Barnet School ensures accessibility for all students. Adaptive teaching techniques are implemented to meet the needs of students who require additional support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is constantly reviewed to ensure it meets the needs of all students. Additionally, the school has an established ARP (Alternative Resource Provision) for students with cognition and learning needs, who are working at	All staff are proficient in using quality first teaching strategies in the first instance in response to individual needs. Staff are provided with the relevant training to support the specific needs of some of our most vulnerable students. SEND students who cannot access the mainstream curriculum are provided with suitable alternative pathways which include appropriate stretch and challenge.	The school's CPD programme is designed and refined to support teachers in developing adaptive teaching strategies and their understanding of effective inclusive practice, with additional training delivered by external providers where appropriate. Appropriate interventions offered in line with EHCPs such as occupational therapy. Continue to develop the use of Provision Map to record and evaluate the impact of interventions. Individual support plans are reviewed regularly and important updates on EHCP students continue to be shared in the weekly SEND bulletin. Continue to develop and refine the ARP curriculum to ensure it meets	Improved student outcomes for students with a disability. Staff are confident at using inclusive teaching strategies and students benefit from an adapted delivery of the curriculum appropriate to needs. Attendance data demonstrates that students feel a sense of belonging as the curriculum caters appropriately for their needs. Feedback from parents, in particular from students in the ARP, indicates they consider their children to be well-supported.

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
	KS1/KS2 levels. This is led by a qualified SENDCO.		the needs of the cohort and provide appropriate support and challenge. Utilise ARP resources to support students in mainstream lessons where appropriate.	
		Ensure that we have succession planning in place within the Learning Support Department, to ensure the required expertise exists despite changes to staffing. Ensure appropriate provisions are in place and updated as required.	CPD needs identified and appropriate training made available to the relevant staff Ongoing audits of current interventions and their success / impact	Staff have the appropriate training and qualifications to ensure the learning and physical needs of all students are met. Appropriate provision is in place for to meet needs and ensure students with disabilities have the opportunity to flourish.
		School trips and visits are accessible to all students.	Trip leaders to ensure venues and means of transport are vetted for suitability.	A range of school trips are organised each year, taking into account the needs of our SEND students.

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
Improve and maintain access to the physical environment	The school has disabled access to many of its facilities and ensures that such access is maintained. The environment is adapted to required needs; this includes: • Ramps • Lifts • Disabled parking bay • Accessibility toilets The school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements.	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults To continue to improve access to the school's physical environment for all.	Liaise with the local authority to explore ways in which the school buildings, grounds and classroom spaces can be made more accessible for children and adults.	All stakeholders feel confident their needs are met.
Improve the accessibility of information to students with a disability	A range of communication methods are utilized to ensure information is accessible. This includes: • Internal and external signage • Large print resources	To ensure that all members of the school community can access information.	Written information will be provided in alternative formats as necessary. School to seek advice from external advisors where appropriate.	All members of the school community are able to access information and are fully informed.

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
	• Pictorial or symbolic representations • Working with outside agencies			

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

Appendix 1: Accessibility audit of the school's physical environment

Feature	Description	Actions to be taken
Lifts	Annual maintenance of lifts is undertaken by PIP Lifts	Ensure annual maintenance is carried out.
Parking bays	Dedicated disabled parking bay in car park	Continue to monitor condition and arrange maintenance as necessary.
Ramps	Ramp access is available to all parts of the building as required	Continue to monitor condition and arrange maintenance as required.
Internal signage	Emergency signage and escape roots are clearly marked.	Continue to monitor condition and arrange new signage as necessary.
Emergency escape routes	Personal Emergency Evacuation Plans (PEEP)	To be written for individual students with physical disabilities as required.