



Barnwood Park School

Accessibility Plan

Barnwood Park School is part of the Greenshaw Learning Trust.

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Barnwood Park School Accessibility Plan

January 2026

This Accessibility Plan applies to Barnwood Park School and all governors and staff must abide by the plan.

Approval and review:

This plan is the responsibility of: Elliott Bacon & Danni Knight

This plan was approved by the Governing Body on: 23 January 2026.

This plan is due for review by: 23 January 2027

Barnwood Park Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Barnwood Park School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Barnwood Park School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Barnwood Park School

Barnwood Park School is an inclusive comprehensive school with around 890 students on roll. The school is in the Barnwood area of Gloucester and provides education for young people in the surrounding areas. 8.7% (77/890) of our students are currently registered on the SEND Code of Practice.

The school has three floors in one area of the school and two floors in another area of the school, that are connected with stairwells and a key operated lift. There are also a collection of purpose-built buildings. There are fully accessible toilets and adaptations have been made to the school to ensure disabled users are able to access the buildings and classrooms.

Barnwood Park School's vision for disabled pupils:

Barnwood Park School is committed to providing a fully accessible environment which 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 and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Barnwood Park School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (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)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Develop and extend careers and preparation for working life to ensure no vulnerable students with SEND are NEETs	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.	Careers Lead & SENCOs	Careers programme has been revamped to ensure full compliance with Gatsby benchmarks. SENCOs support Year 11 students with transition to Post 16, as well as their applications.		
Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc	Student body representation will reflect its diverse nature.	Extra-curricular lead	Engagement in external SEND events such as Whizz Kids wheelchair event, as well as ensuring an increase in visual representation in assemblies.		
Evaluate curriculum and assessment processes to inform an iterative and continuous cycle of assess plan do review so all students make progress and are supported as needed	All children, including children with SEND, access a broad and balanced curriculum and progress against their starting points and to ensure readiness for transition to their next stage of education or training	Subject/Phase/Year leads Deputy Head	Ongoing whole school focus.		
Evaluate literacy and numeracy interventions to inform implementation that has maximum impact on pupils' progress and increased accessibility to a broad, balanced and ambitious curriculum	Improved attainment and progress for SEND students	SENCOs	An improvement in results since previous years was seen in Summer 2025. This is an ongoing whole school priority.		
Integrate appropriate assistive technology in classrooms/ learning	Enhanced access to curriculum and learning tools	SLT	This will be a focus for Year 2 and 3.		

materials to support disabled students' participation	for disabled pupils, improving their academic performance and classroom engagement.				
Learning environments are consistently organised to maximise opportunities for access and independence for all disabled students	Classrooms being used by disabled learners are optimally organised to ensure access.	All staff	Routine site walks ensure that all learning environments are fit for purpose.		
Regular professional development for all members of staff on disability awareness and inclusive practices.	Empowered staff with improved skills and knowledge to provide supportive and effective teaching to all students, fostering an inclusive school culture.	SLT SENCos	Regular CPD for all staff during inset days raising awareness of individual needs and how to best support students. Key students have a passport which provides information and strategies. SEND update weekly in every Monday staff briefing.		
Whole-school family partnership strategy embeds practices that supports close partnership working with families to inform accurate identification of barriers for vulnerable students' attendance / access to school	Attendance of vulnerable learners improves	SENCo SLT Attendance lead	Ongoing whole school priority.		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	Heads of Department SENCos	Significant amount of work took place during the Summer to improve spaces, especially for practical subjects such as the DT workshop to increase the space for wheelchair users.		

Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	Premises team	Ongoing piece of work by site team and GLT Estates team.		
Appropriate access to calming spaces / quiet zones at appropriate times within the school day is in place to provide proactive support to pupils with sensory needs to enable their full participation in learning and access to the curriculum	Students have access to appropriate proactive support to meet their sensory needs so that they can fully participate in learning opportunities across the school and have full access to a broad and balanced curriculum.	SENCOs/ Pastoral team	PLC and its linked garden is available for those students who require this.		
Review signage and accessibility around the school, ensuring clarity and visibility for all pupils, including those with visual impairments, e.g., handrails, markings on steps.	Better navigation and independence for visually impaired pupils, increasing their confidence and participation in school activities.	Premises team	Routine site walks ensure that all learning environments are fit for purpose.		
Ensure access to areas of the outdoor environment as needed	Pupils are able to access lessons and break times outside	SENCOs/ Pastoral team	Both indoor and outdoor spaces are available and accessible by all.		

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	SENCOs	Available on request.		
Ensure all written information, from handouts to digital content, is available in accessible formats such	All students receive information in formats they can use, promoting equity in	SENCOs	Available on request.		

as large print, Braille, and audio if needed	access to educational resources and communications.				
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