



Barnet Hill Academy  
FAITH • EXCELLENCE • KNOWLEDGE

# Accessibility Plan

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Apr 2026  
v8.0



## 1. Introduction

The Academy 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, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- ❑ Improve access to the physical environment of the school
- ❑ Increase access to the curriculum, incorporating after school and out of school activities including educational visits
- ❑ Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

As an independent school, Barnet Hill Academy reserves the right not to admit pupils with special educational needs from Year 1 onwards if it feels that the school does not have the capacity to provide for their needs. The school acknowledges that it will not refuse admission to any pupil on grounds of disability.

The following sections highlight the short, medium and long term plans to improve the accessibility of the School in these areas.



## 2. Improving the Physical Accessibility

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	Ensure that any extensions to the Academy building take 'Equality Act 2010' into account.	Architects advised on 'Equality Act 2010' issues hence disability issues are designed into any extensions or adjustments to the physical environment.	Having secured capital funding: <ul style="list-style-type: none"> <li>❑ Classroom environment clearly enabling for pupils with needs.</li> <li>❑ Colour contrast for door, handles and architraves.</li> <li>❑ Sound field system installed as necessary.</li> </ul>	Sept 2025 – Sep 2026	Disabled pupils have access to all school areas in a more meaningful way and the school is more accessible and easier to navigate for disabled pupils.

## 3. Improving the Curriculum Access

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	Develop/acquire range of learning resources that are accessible for students with different disabilities e.g. provide a dyslexic pupil with a laptop.	Subject teachers to research and review available resources in their areas. Acquire resources subject to funding.	Improved provision of curriculum materials for disabled pupils.	September 2025 - 2026	Disabled Pupils have better access to curriculum.



<b>Long term</b>	Teachers develop skills to deal with pupils with specific disabilities.	Provide training for staff relating to specific disabilities experienced by pupils	Staff have greater understanding of specified disabilities and how to deal with them	2025 - 2027	Improved support for pupils with specific disabilities
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#### 4. Improving the Delivery of Written Information

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Ensure parents with visual disability have equal opportunity to access information from school	Highlight on all school documentation that goes to parents that it is available in larger print on request.  Improve signage around the school	Format of documentation altered appropriately	2025 - 2026	Parents with visual disability able to read school information.
<b>Medium Term</b>	Make information more accessible to students with disabilities	Use DfE/LEA specialist agencies recommendations to develop plans to make information more accessible	Format of documentation altered appropriately	2025 - 2026	Students with disability have greater access to information.
<b>Long term</b>	Training for Awareness of Disability Issues	Provide training for staff and proprietor		2024 - 2027	