Burnopfield Primary School

Accessibility Plan 2019 - 2022

Approved by:	Mrs S. Taylor and Mrs M. Scott	**Date:** 20th September 2019
Last reviewed on:	20th September 2019	
Next review due by:	September 2020	

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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 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 has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and governors of the school.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Burnopfield Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school.

The 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.

The school will work in partnership with the LA in developing and implementing this Accessibility Plan. OfSTED, as part of their inspection cycle, will monitor the Accessibility 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	We ask about any disability or health condition in early communications with new parents and carers. Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. We consult with outside agencies to ensure appropriate resources and strategies are employed. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all	**<u>Short Term Objectives</u>** To ensure thorough handover of information from each year group including from Nursery provider. To review all statutory policies to ensure that they reflect inclusive practice and procedures. To keep up to date with all safeguarding training.	Time given to all staff to complete a thorough handover of children. Identify pupils who may need additional to or different from provision for Sept or on entry To comply with the equality Act 2010 Induction of all new staff included safeguarding training. Safeguarding training kept up to date through regular staff meetings	HT and all teaching staff All staff HT, DSL and Student and Volunteer Organiser	Sept onwards	Procedures and relevant equipment in place ready for September or on entry. Evidence in Learning Walks by SLT All policies clearly reflect inclusive practice and procedure Staff demonstrate a thorough understanding of safeguarding procedures and protocol.

		pupils.	To ensure lessons are appropriately differentiated to enable the participation of all pupils.	A differentiated curriculum with alternatives offered The use of Pre-key stage 1 standards to assist in developing learning opportunities for children and to assess progress in English and Maths. Multi-sensory activities to support curriculum areas Use of interactive equipment and specific equipment from OT and / or other agencies.	Class teachers and support staff		Children make good progress in accordance with their ability and achieve their targets
			Medium Term Objectives To review attainment of all SEND pupils and vulnerable children.	HT, SENDCo and Class teacher to attend termly progress meetings. Analysis of data Regular liaison with parents	SENDCo, HT and class teachers	Termly	Progress made towards targets on Support Plans.
			To take account of variety of learning styles to allow full access to all aspects of the curriculum	Use of visual timetables across the whole school. Targeted personal support. Enlarged texts/coloured backgrounds on IWB and paper where	All staff		Evidence of a variety of teaching styles adopted to meet learning styles in planning and in class.

			necessary.			
		Long Term Objectives To evaluate and review the above short and medium term targets annually	See above	HT, SLT, Subject leaders, Governors.	Annually	All children making good or better progress.
		To deliver findings to the Governing Body	Governors Meetings	HT. SLT		Governors fully informed about SEND provision and progress.
Improve and maintain access to the physical environment	We have two buildings on our school site. Our KS1 building is fully accessible. Our KS2 building is partially accessible. We ensure that appropriate rooms are available to disabled visitors to the school. The environment is adapted to the needs of pupils as required. This includes: - Ramps - Appropriate corridor width - Disabled parking bays - Disabled toilets and changing facilities	**Short Term Objectives** To continue upskilling members of staff to have a working knowledge of multi-agency support available for all pupils	Regular staff meeting updates delivered by SENDCo	HT, SENDCo, teaching staff		Each child's needs known and teachers feel confident in dealing with potential situations. All policies and guidelines are available
		Long Term Objectives To make KS2 building fully accessible to wheelchairs	Plans made with DCC for full accessibility I KS2 building.	HT, DCC		Full accessibility made to KS2 building.
		To develop playground and equipment to support all pupils.	Playground equipment available for all pupils.	PE Coordinator, lunchtime staff. Teachers,		Children happy and engaged in purposeful activity over lunchtimes and

				support staff		breaktimes
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Access to a range of technology • Makaton	**Short Term Objectives** To upskill EYFS staff in the use of Makaton **Medium Term Objectives** To make visual timetables and resources available in each class to support learning and language development	Staff to attend training provided through DCC and other agencies Investment in Inprint 3 software to facilitate the making of accessible resources. Nursery Staff to implement use Makaton style lanyards to encourage language development.	HT, SENDCo EYFS staff. HT, SENDCo, Computing Lead, EYFS	Sept onwards Sept onwards	Staff in EYFS confident in the use of Makaton for communication. Visibility of new resources/lanyards in classrooms as needed.
		To review information sent out to parents to ensure that is accessible.	Produce alternative formats of Friday letter such as larger print according to need or electronically	HT, Office Staff	Termly	All school information available to all.
		To make visual timetables and resources available in each class to support learning and language development.	Daily Visual timetables displayed in class.	Class teachers and support staff		Visibility of timetables in classrooms for pupils to see.

		Long Term Objectives			
		To review information to parents/ carers to ensure it is accessible and available.	Review all letters home to check that they are written in plain English. Produce newsletter in alternative formats according to need.	HT, Office Staff	As required	Parents/ carers (who specify) receive information in a format that is accessible e.g. large print and in plain English
			All staff and parents aware of services available for requesting information in alternative formats.	Pastoral Lead		Pastoral Lead available for support as required.

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 Chair of governors, Mrs M Scott and Headteacher, Mrs S Taylor.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Equality information and objectives statement for publication
- Special Educational Needs policy
- Supporting pupils with medical conditions policy
- Behaviour Management Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				