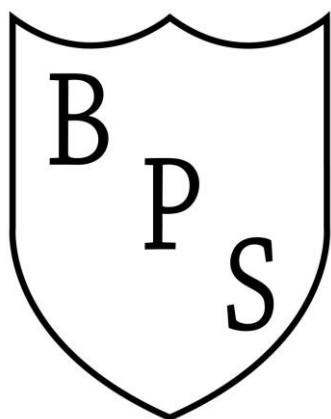


# Accessibility Plan

## Burnside Primary School



**Approved by:** Governors **Date:** 19<sup>th</sup> October 2019

**Last reviewed on:** October 2021

**Next review due by:** October 2023

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## 1. Aims

As specified under the Equality Act 2010, we have an accessibility plan in order 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.

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.

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.

The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Action Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

## 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.

This policy complies with our funding agreement and articles of association.

## 3. Contextual Information

Burnside Primary School is built on a split level site. Disabled access to the main site is available via a ramp beside the front entrance to the school. The hall and year 6 classroom can be accessed directly from the main entrance and the upper floor can be accessed by a platform ramp. Once on the upper floor, all classrooms can be accessed.

Within the school there is also a disabled changing area, with height adjustable bed.

Burnside Primary School is a mainstream school which caters for children with a wide range of special educational and medical needs.

#### 4. Action Plan

Targets	Strategies	Outcomes	Timeframe	Responsibilities
<b>Equality and Inclusion</b>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually.	Clerk to Governors
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff and pupils.	Whole school community aware of issues relating to Access.	Discussions ongoing. Training to be on going.	Whole School Approach
To review all statutory policies to ensure they reflect inclusive practice and procedures.	Review policies with staff and governors top ensure all policies clearly reflect inclusive practice and procedures.	To comply with the Equality Act 2010.	<u>Short/MediumTerm.</u> By the end of Autumn Term 2019.  <u>Long Term</u> Annual review.	All staff   All staff

Targets	Strategies	Outcome	Timeframe	Responsibilities
<b>Physical Environment</b>				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Health and Safety Lead, SENCO and Caretaker to audit accessibility of school buildings and grounds.  Governors to contribute to this Action Plan based on the findings.	Any modifications needed, will be made to the school building and grounds that are needed to facilitate ease of access for all on an ongoing basis. This will be dependent upon the needs of the children on roll or considering attending this school through the admissions process that school are made aware of.	<u>Short Term</u> Accessibility Audit to be completed by December 2019.  <u>Medium Term</u> Action Plan drawn up by April 2019.  <u>Long Term</u> To be reviewed annually.	Health and Safety Lead, SENCO and Caretaker  SENCO  SENCO
To continue to promote the involvement of disabled pupils in the classroom.	Take account of a variety of teaching and learning styles Provide appropriate resources to enable all children to access the curriculum	Variety of teaching and learning styles and multi-sensory activities identified in planning and practice. Ensuring the needs of all pupils are met	Termly to link to school monitoring and evaluation cycle.	Senior Leadership Team
To ensure disabled parents/carers have every opportunity to be involved.	Utilise parking spaces for disabled parents/carers Offer support, i.e. telephone meetings Be proactive in identifying access requirements of disabled parents/carers.	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.	Immediately and continuously reviewed	Whole school – all staff members
To ensure signage around school is accessible to all.	Review the needs of children/parents carers	School is accessible to all, including those with visual impairments.	By September 2020	Head Teacher, Caretaker and SENCO.

Targets	Strategies	Outcome	Timeframe	Responsibilities
<b>Curriculum</b>				
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Ongoing	Head Teacher SENCO and Senior Leadership Team
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment that comply with all current legislative requirements. All children will have access to out of school activities wherever possible.	Ongoing	Head Teacher SENCO
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing	Class Teachers
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO and Head Teacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing	SENCO Head Teacher
To ensure full access to the curriculum for all children.	Specialised CPD for staff Differentiated curriculum with alternatives offered Use of technology/equipment to support learning/recording Specialised equipment	Advice taken and strategies evident in classroom practice Pupils with physical, medical, ASD supported in accessing the curriculum.	Ongoing	Head teacher SENCO Teachers TA



Targets	Strategies	Outcome	Timeframe	Responsibilities
<b>Written/Other Information</b>				
<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats as required.</p> <p>Availability of other written materials in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p> <p>Delivery of information to disabled pupils will be improved.</p>	<p>Review of documents by end of 2019.</p> <p>Ongoing</p>	<p>Head Teacher Office Staff</p> <p>Office Staff</p>
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by the EAL Team for key information for EAL families.</p>	<p>School information will be available for all.</p>	<p>Ongoing as needed.</p>	<p>SENCO Head Teacher</p>
<p>To audit resources across the school which help to support pupils with SEND.</p>	<p>Purchase of specialist resources or equipment e.g. wobble cushions, pencil grips, coloured overlays.</p>	<p>Curriculum continues to be accessible for all pupils.</p>	<p>Ongoing from Autumn Term 2019.</p>	<p>SENCO</p>

Reference: <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

## 5. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and the Head Teacher.

## 6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality Policy and Equality Objectives (school specific)
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy.

## 7. Review Date

September 2020

