

BURNESTON CE VA PRIMARY SCHOOL



Celebrate



Collaborate



Pollinate



ACCESSIBILITY PLAN 2022-2025

Date of Agreement: November 2022

Date of Review: November 2023

Responsibility: Full Governing Body

Accessibility Plan 2022-25

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to the Governing Body, an individual or the Head. At Burneston the plan will be monitored by the headteacher and evaluated by the Governors’. The current plan will be appended to this document.

At Burneston CE VA Primary School we are committed to working together to provide an inspirational and exciting learning environment where all pupils can develop an enthusiasm for life-long learning. We believe that pupils should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Burneston CE VA Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will available for parents via the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. Burneston CE VA Primary School is committed to providing an environment that enables full curriculum access that 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 in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Burneston CE VA Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely 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 are 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Burneston CE VA Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Business Continuity and Disaster/Critical Incident Recovery Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Plan [Single Equality scheme]
 - School Improvement Plan
 - Special Educational Needs Policy

8. The Accessibility 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. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored through the Full Governing Body
12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during inspection

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

3. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of pupils already at the school, we collect information on disability as part of a dialogue with parents.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school educational visits for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

4. Access Audit

The school is a one storey building with wide corridors and many access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms and external areas. The hall is on the ground floor and is accessible to all.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby being fully accessible to wheelchair users. There are disabled toilet facilities available, near the staff room. This is maintained and serviced under the school's MASS Scheme. School also has a hygiene room with open shower and hoist. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

6. Action Plan

Aim 1: Increasing access to the curriculum for disabled pupils

Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Target	Strategy	Timescale and responsibility	Success criteria
Increase the range of strategies staff use to adapt the curriculum	Establish and fulfil staff CPD needs	SENDCO Ongoing and as required	Raised staff confidence and strategies being deployed. Pupil participation visible.
Ensure that all staff are aware of the needs of disabled children when accessing the curriculum	Maintain individual access plans and share information with other agencies involved with the child. Ensure that assessment always outlines 'next learning steps'	SENDCO Ongoing	Information sharing supports staff to create the best inclusive environment for every disabled child
All educational visits to be accessible to all pupils	Assess every potential venue and transport provider for accessibility before agreeing a visit to be viable	Head Teacher Teachers Anticipatory, in advance of any visits	Participation of all pupils in a wide range of activities and visits. No child excluded on the basis of disability
Classroom and outdoor spaces are organised to promote the participation and independence of all pupils	All staff to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class	Ongoing, as teachers use the classrooms and buildings	Any issues or 'snagging points' can be identified and rectified through a process of reflection and continual improvement

Target	Strategy	Timescale and responsibility	Success criteria
Partnership working to ensure specialist SEND placements locally for pupils who are unable to access the curriculum (and who maybe on the waiting list for special school places in oversubscribed schools elsewhere in the country)	Explore the viability of support from special schools	Ongoing SENDCO	Appropriate local referral to responsive SEND provision for children with disabilities Low pupil absences due to parental dissatisfaction with mainstream provision.
Increase access to additional exercise opportunities such as soft play and extra sensory experiences for pupils with physical impairment	Visit provision at other local schools	School leadership SENDCO Ongoing PE subject leader	Innovation and better inclusion for pupils with physical disabilities

Aim 2: Increasing access to the curriculum for disabled pupils

Our site is extensive both inside and out. We place a great deal of value upon outdoor learning and forest school principles. It remains a priority to continue to improve the physical environment of the school to increase the opportunities disabled users and visitors may take advantage of the facilities we have, both indoors and outdoors. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and responsibility	Success criteria
Improve access to the site for disabled visitors	Review and develop accessibility on the school site, ensuring that maintaining the secure envelope of the school does not compromise access or emergency evacuation plans	Ongoing Head Teacher and Governing Body	Pupils and visitors with physical disabilities are able to negotiate the school site safely and conveniently at all times
Ensure that fixtures and fittings in the school are visible, reachable and accessible to wheelchair users and other people with disabilities	Continuously audit the school, and whenever possible, during the process of settling in, make the adjustments as we notice the need for them and can budget to address them	Ongoing SENDCO	Pupils with physical disabilities are able to access rooms and facilities on an equal basis to their peers

Aim 3: Improving the delivery of written information to disabled pupils

They will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required. The schools' constantly improving ICT infrastructure also enables us to be responsive in meeting a range of needs

Target	Strategy	Timescale and responsibility	Success criteria
Availability of written material in alternative formats when specifically requested	The school will continuously develop awareness of the services available for converting written information into alternative formats	All staff as required	Staff will be aware of web based and physical resources and organisations who can provide information in different languages and formats, including people who can sign
Improve access to written information for dyslexic children	Staff training and strategies in place in school	SENDCO All staff	Dyslexic children access the curriculum more readily and benefit from strategies intended to support them