

# Burstow Primary School

## Accessibility Plan / Policy



<b>Policy Editor</b>	Headteacher	<b>Review Period</b>	Triennial
<b>Responsible for review</b>	Headteacher Resources Committee	<b>Term Approved</b>	Spring 2022
<b>Status</b>	Statutory	<b>Term Review Date</b>	<b>Spring 2025</b>

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. This Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and will be reflected in other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the year ahead. The plan was updated to reflect new statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We understand that the LEA 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. We are 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 gender and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe;
- Improve access to the **physical environment** of the school, adding specialist features as necessary; this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

5. The 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. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Learning and Teaching policy (including curriculum)
- Equality Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour Management Policy
- School Development Plan
- School Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the access audit of the school which was undertaken by the SENDCO, SEND Governor and Site Manager and remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of 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 the reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The School prospectus will make reference to the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored annually through the Head, School Business Manager and Governor.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Written by Miss Claire Hodgson (Headteacher) in consultation with Mrs Susan Kelly (SENDCO) and Mrs Wendy Iball (School Business Manager).

#### **BURSTOW PRIMARY SCHOOL ACCESSIBILITY PLAN - IMPROVING THE CURRICULUM ACCESS**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Classrooms are optimally organised to promote the participation and independence of all pupils, with lesson time optimised.	Review and implement a preferred layout of furniture and equipment to support the learning process in the individual class bases. Use of visual timetable across the school. Use of high quality wave 1 resources.	Learning sessions start on time without the need to make adjustments to accommodate the needs of pupils. Children have ready access to a range of resources to support their learning, without a lot of getting up.	On-going.	Increase in access to the curriculum.
Training for Awareness Raising of Disability Issues, <b>ASD and Dyslexia.</b>	Provide training for governors, staff, pupils and parents. All staff review their room and practice, children's needs.	Whole school community awareness of issues relating to Access.	On-going and ensure carried out annually. Also making updates in line with current legislation.	Community will benefit by a more inclusive school and social environment. Children will be caring and inclusive towards AS.

	<p>Share AS specific disability video with all staff and Reception children.</p> <p>Discuss perception of issues with staff to determine the current status of the school.</p>			
<p>Ensure staff are aware of the waves of provision and the needs of their children.</p>	<p>Children transferred to new individual support plans and shared with teams.</p>	<p>Provision maps and SEND support arrangements kept up to date and targets are smart and making an impact to child's progress.</p>	<p>Ongoing half termly reviewed.</p>	<p>Individual support plans are outcomes based and provision maps in place. These are highlighted to support the needs of the individual children. These are shared with parents half termly and having a positive impact.</p>
<p>Review impact of LSA deployment.</p>	<p>In half termly PPRMs, SENDCO and Deputy review progress and needs with Class Teachers and redeploy staff accordingly.</p>	<p>Adult support is available during key times that individual children may need support e.g. lunchtimes, extra-curricular activities, evidence-based interventions.</p>	<p>Reviewed half termly.</p>	<p>Children make good progress accordingly to their individual needs and starting points.</p>
<p>All educational visits to be accessible to all.</p>	<p>Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness, and risk assessed with adult supervision and ratios planned.</p>	<p>Ensure risk assessments completed on the new Surrey guidance. Ensure EVC coordinator is aware and signed off at least 1 month before trip.</p>	<p>Reviewed annually Support with SNAs.</p>	<p>All pupils in school able to access all educational visits and take part in a range of activities, safely.</p>

Make the school more ASD friendly.	Visual timetables followed, classrooms are quiet and orderly. Create a quiet place for children to go in main school - low sensory input - calm.	Children can go and regulate themselves, de-escalation happens	By Easter 2022	Children with sensory needs are calm.
Ensure visually accessible learning environment for all children to be supported to make links and use key skills, etc.	Clear purposeful information in for of working walks.	English display is as a learning journey towards end purpose and includes key skills to be learned.		Children know where their next steps are and why they are learning those skills. Develops independent thinking skills.
Review PE curriculum to ensure PE accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	Ensure the PE curriculum is checking thoroughly (require PE Lead).		

### **BURSTOW PRIMARY SCHOOL ACCESSIBILITY PLAN - IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written material in alternative formats e.g. braille.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats. Explore getting an audio version of all letters on website.	The school will be able to provide written information in different formats when required for individual purposes.	On-going by end of year.	Delivery of information to pupils and parents/carers improved. Those who cannot read can still be kept up-to-date.

Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. Order prospectus in braille too.	All school information available for all. School information published on school website and updated regularly (audio files).	On-going.	Delivery of school information to parents and the local community improved.
Survey parent/carers as to the quality of communication to.	Send out survey to parents regarding quality of communication. Use Parent Reps meeting too.	School is more aware of the opinions of parents	Ongoing.	Parental opinion is surveyed and action taken.
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	School to ensure website is accessible for all - audio.	Ongoing By end of the year.	All can access information about the school.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible 'Translator' added to website.	Signpost Parents to relevant help and support Ensure that external services are called upon.	Ongoing Website achieved.	Pupils and/or parents feel supported and included with the community of the school.

### **BURSTOW PRIMARY SCHOOL ACCESSIBILITY PLAN - IMPROVING THE PHYSICAL ACCESS**

<b>Location/Event</b>	<b>Current situation/Item to improve physical access</b>	<b>Timeframe</b>
*Fete days.	People in wheelchairs would need to alert the school so that the school can make reasonable adjustments before they arrive	As and when we hold fete days e.g. Christmas Fair, Summer Fete, Easter Fair etc. Actioned by school business manager

*After school pick up.	School pick up route is accessible for those in wheelchairs with mobility scooters or on crutches.	As and when
Year 1 Huts.	Ramp to front door of huts needed - smooth mound up to door of Annexe for easy wheelchair access Can a disabled toilet be added?	Achieved.
Front entrance/Office.	Wide doorways so accessible for a person in a wheelchair, ramp already installed. Disabled toilet in place. Flat front entrance for ease of use if in a wheelchair. Low window.	Achieved.
Improve signage and external access.		Visually impaired people feel safe in school grounds- ongoing target.
Classrooms (downstairs).	Good visibility e.g. vision panels in doors Toilets on ground level. Doors to outside have slight lip.	When necessary.
Classrooms (upstairs) and DT room (upstairs).	Staircase is not accessible to wheelchair users or physically impaired. Get quote for installing a lift.	3 quotes by end of year and take to Governors for decision.
Doors can be opened by all stakeholders.	Full door audit for handle height undertaken and extra handles added.	Achieved - review annually.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed.

### **SUCCESS CRITERIA**

- We will know that all our responsibilities are being met when:-
- Data indicates that disabled children are able to access all areas of the curriculum, make good progress and are fully involved in all aspects of school life



- Performance management consultations and census returns demonstrate that disabled staff are enabled to fulfil their role and are involved in school life
- Appropriate facilities and resources, such as a disabled toilet and information, can be easily accessed by disabled families, volunteers and visitors to the school
- Children tell us they can open doors, get access to all of school easily and independently.

## **GLOSSARY OF ACRONYMS USED IN DOCUMENT**

- LEA- Local Education Authority
- PE- Physical Education
- PSHE- Personal Social and Health Education
- SDP- School Development Plan
- SEAL- Social Emotional Aspects of Learning
- SEND- Special Educational Needs and Disabilities
- SMEH- Social Mental and Emotional Health
- SMSC- Spiritual, Moral, Social and Cultural
- SRE- Sex and Relationships Education
- SLT- Senior Leadership Team
- R.E- Religious Education