

# Burton Joyce Primary School Accessibility Plan 2023 – 2026

## **Aims**

Burton Joyce Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

## **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.

## **Definition of special educational needs**

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The Burton Joyce Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils.

The Accessibility Plan will be published on the school website and should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy

## **Current Range of Known Disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties. We have a small number of pupils who have physical impairments.

## **Monitoring and reviewing**

The Accessibility Plan will be monitored termly by governors. Link governors for Health & Safety will monitor the actions for improving physical access.

The school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on every three years.

The Accessibility Plan will be published on the school website.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENCO
- Teaching staff

Action plan part A- Improving physical access.

Priority	Lead	Action	Resources	Timescale	Outcomes
Maintain safe access to exterior of school site.	HT/SA	Ensure pathways are clear around the outside of school, paths gritted when needed.		Ongoing	People with disabilities can move, unhindered around the exterior of the school site.
Maintain safe access to exterior of school site.	HT/SA	Awareness of flooring, steps, furniture and cloakroom areas.		Ongoing	People with disabilities can move safely around the interior of school.
Maintain disabled toilet and associated equipment	HT/SA	Keep toilet tidy, stocked with PPE, pads and wipes. Alert OT/physio/PDSS if changing table does not move.	Cleaning PPE Changing equipment	Ongoing	Children with disabilities will be changed safely and with dignity.
Clear signage around school	HT/SA	Ensure signs clearly show easy access around the school site.	signs	Ongoing	Visitors aware of clear paths/access around school

Action Plan part B – Improving access to the curriculum.

Priority	Lead	Action	Resources	Timescale	Outcomes
Effective communication and engagement with parents.	SLT/SENCO	Termly meetings/reports to parents. Termly review meetings for parents of SEN support children Annual reviews Information evenings	Time allocated	ongoing	Parents/carers fully informed about pupil progress and teaching approaches in school. Parents have the knowledge to fully engage with their children's learning.
Training and opportunities for monitoring for staff on increasing access to the curriculum for all pupils	SLT/SENCO	Epipen training, asthma training Intimate care policy and trained staff, CRB training, Training from SALT, Access to courses, online resources for CPD shared with staff Ongoing guidance from specialists e.g. SFSS, physiotherapists, OT, moving and	Time allocated, TAs and office staff included	Ongoing and added to as required	Increased access to the curriculum. Needs of all learners met. Maintain records of staff trained.

		handling advisors, MHST, ELSA training			
Effective use of resources to improve access to the curriculum.	SLT/SENCO	Strategic deployment of support staff. Use of ICT, eg: Clicker and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, ear defenders Ensure specialist equipment (eg: standing frame/wheelchair) is checked daily and seek advice if needed	As required for individual pupils	ongoing	Positive impact on pupil progress Barriers to learning are removed
Adaptations to the curriculum and resources to meet the needs of individual learners	SLT/SENCO	Timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests Subject leaders with SENCO to monitor provision for individual learners.	Time for monitoring	ongoing	Needs of all learners met enabling positive outcomes
Out of school activities such as trips, sporting activities and residential and after school clubs are planned to ensure reasonable adjustments are made to include a range of pupils.	SLT/SENCO/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements. Reasonable adjustments will be made to ensure participation of all pupils who want to join groups.	Equipment or extra staff	ongoing	Increased access to the extra-curricular activities for all pupils with SEND

Action Plan part C – Improve delivery of written information

Priority	Lead	Action	Resources	Timescale	Outcomes
Availability of written material in alternative formats	SLT/SENCO/office staff	Newsletters, homework and dates emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect. Tapestry/Teams used. Key content published on school website Provided translated documents where appropriate		ongoing	All parent/carers will be up to date and well informed of school information