

# **Burleigh Primary School**



## **Accessibility Plan**

**Reviewed by the Governing Body: May 2022**

**Next review: May 2025**

# Burleigh Primary School

## Accessibility Plan

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 (defined in section 2) 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 an inclusive learning experience and a broad and balanced curriculum for all our pupils, no matter what their needs. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. Due regard has been given to the following Hertfordshire Quality offers: SEND, Autism and Speech and Language.

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.

## 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), long-term health conditions (such as asthma, diabetes, epilepsy and cancer) and 'hidden' disabilities (for example, autism and ADHD).

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, adjustments to premises or the provision of 1:1 adult support.

### **3. 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 the governing body.

## Appendix One: Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

### Aim 1: Increase access to the curriculum for pupils with a disability

Targets	Strategies	Outcomes	Timeframe	Goals achieved
Continue to train staff to enable them to meet the needs of all children, including those with SEN and/or a disability.	SLT and SENCO to arrange ongoing programme of INSET for teachers and TAs, responding to current needs and areas for development.	Teachers and TAs are more knowledgeable and able to meet the needs of children with SEN and /or disability.	Regular training updates for staff as needs arise  INSET ongoing and as needs arise	Raised confidence amongst staff members.  Children have increased access to the curriculum and improved progress for pupils with SEN/D.  Work is matched to the needs of the pupils.
Ensure the classroom environments are visually appealing and promote participation in learning for all pupils.	Teachers to audit each classroom environment by approaching them from the perspective of a pupil with additional needs, including disability e.g. ensure key signage is at the pupil's level, create clutter free displays.	Avoid over-stimulation in classroom environments.  All classrooms are inclusive environments.	Spring Term 2023 - SENCO to audit classroom environments; focus on those classes which have children with specific needs.	Classroom environments and displays are accessible and promote participation in learning for all pupils.
Ensure all communal areas are accessible for all pupils (halls, library, corridors etc.).	All staff to ensure areas are kept clutter free and are easily accessible.	All communal areas are kept clutter-free.	Termly audits of learning spaces.	All pupils will be able to access all learning areas within the school.

Provide specialist equipment to promote participation in learning for all pupils.	Teachers, SLT and SENCO to assess the needs of the children in each class and provide equipment as required e.g. writing slopes, specialist computer keyboards, pencil grips, voice recorders etc.	Appropriate equipment in place to provide good support for key pupils.	Ongoing / As necessary	Improved independent learning skills for pupils. Increased access to the curriculum for pupils with additional needs.
Improve access to out-of-school and lunchtime activities e.g. after school clubs, school trips (including residential visits), sporting activities etc.	Audit out-of-school and lunchtime provision for children with additional needs and identify areas of weakness. Discuss with the SLT how improvements can be made and put in place changes to ensure increased access.	Reasonable adjustments made to allow access to school trips for children with a disability, as much as possible. A wider range of after school clubs available to children. Lunchtime provision put in place for some children with additional needs.	Ongoing / As necessary	Children with additional needs will play as full a part as possible in school life.
Increase use of effective ICT methods in the classroom, to support the learning of all pupils.	Appropriate apps/software loaded onto the iPads to meet the needs of specific children e.g. Communicate: In Print. Arrange iPad training for all staff. Ensure some iPads are provided for specific use of key children with additional needs.	Increased use of ICT in the classroom which supports the learning of all pupils.	Ongoing / As necessary	

## Aim 2: Improve and maintain access to the physical environment

Targets	Strategies	Outcomes	Timeframe	Goals achieved
<p>Ensure that maintaining accessibility is a key focus for the governing body.</p>	<p>Accessibility to the site will be reviewed in during Health and Safety governor meetings.</p> <p>An annual update of the Accessibility Plan to be shared at the Health and Safety meeting.</p>	<p>Governors will have a greater understanding of the accessibility plan and will amend the plan in light of changes/amendments to the buildings.</p>	<p>Accessibility to be added as regular item on the Health and Safety Meeting Agenda</p> <p>Any amendments will be shared with the full governing body at the next meeting.</p>	<p>Governing Body all confident in their knowledge of the school's responsibilities and how these are being addressed.</p>
<p>Ensure any proposed changes to the current buildings or new buildings are designed/planned with consideration given to it being physically accessible to all.</p>	<p>In the design stage, plans will be approached from the perspective of a person with additional needs, including disability. Plans will comply with building regulations regarding accessibility.</p>	<p>Any adaptations to the existing structure or new buildings will be accessible to all.</p>	<p>Ongoing / as required</p>	<p>Disabled pupils are not disadvantaged in terms of accessing the physical environment of the school.</p> <p>Inclusive teaching and learning available for all pupils.</p>
<p>Continue to ensure all pupils with a disability can be safely evacuated.</p>	<p>Annual Review of Personal Emergency Evacuation Plan (PEEP) for key pupils who have additional needs.</p>	<p>All pupils will be safely evacuated.</p>	<p>Annual reviews undertaken in September.</p> <p>A PEEP for a new pupil will be written as soon as they join the school, in</p>	<p>Pupils with additional needs will have a clear evacuation plan in place to ensure their safety.</p>

			conjunction with the parents and any relevant support staff.	
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**Aim 3: Improve the delivery of information to pupils with a disability**

Targets	Strategies	Outcomes	Timeframe	Goals achieved
Use resources tailored to the needs of pupils who require support to access the curriculum.	<p>Reasonable adjustments are made to ensure all pupils can access written information e.g. enlarged text for pupils with a visual impairment, coloured overlays for pupils with dyslexia, work printed onto coloured paper</p> <p>Continued emphasis on the need for increased use of visual aids/pictorial representations in lessons to support children's understanding.</p> <p>Classroom drop-ins carried out by SENCO to monitor the delivery of information.</p>	Staff are more aware of children's needs and how adaptations can be made to support these. Increased use of visual aids and adapted materials is evident during drop-ins and monitoring.	Ongoing	Increased access to the curriculum for all children and greater participation in lessons by children with additional needs.

## Appendix 2: Accessibility audit

### Section 1: How does our school deliver the curriculum?

Question	Yes	No	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		<i>General training given. Specific training related to individual children arranged as necessary.</i>
Are your classrooms optimally organised for disabled pupils?	✓		<i>Layout is planned to ensure good vision and mobility for all.</i>
Do lessons provide opportunities for all pupils to achieve?	✓		<i>Lessons are differentiated to allow for different abilities. Appropriate provision planned for pupils with SEND.</i>
Are lessons responsive to pupil diversity?	✓		<i>Pupil diversity is valued and contribution from all children is encouraged.</i>
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		<i>A range of different groupings are planned for in lessons.</i>
Are all pupils encouraged to take part in music, drama and physical activities?	✓		<i>All children are encouraged to take part. Suitable adjustments are made if necessary.</i>
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		<i>Specific training related to individual children arranged as necessary. Adjustments made by staff if needed.</i>
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		<i>Differentiation by task and outcome for some pupils. Pre-teaching and scribing opportunities for some.</i>
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		<i>Seek advice from external professionals as required. Curriculum and equipment adapted as necessary so all pupils can join in to best of their ability.</i>
Do you provide access to computer technology appropriate for students with disabilities?	✓		<i>Computer available in all classrooms. Computer Suite accessible to all. SEN iPads are available for use by SEN pupils.</i>

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		<i>Adjustments are made when reasonable, to aim for the inclusion of all children on school visits. Support discussed with parents where necessary.</i>
Are there high expectations of all pupils?	✓		<i>High expectations for all.</i>
Do staff seek to remove all barriers to learning and participation?	✓		<i>Regular meetings to discuss progress and inclusion of all pupils.</i>

## Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No	Comment
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds - allow access for all pupils?	✓		<i>The building is all on one level and is accessible by all. There are ramps at access points where this has been deemed necessary. N.B. Some areas of the school can be noisy environments, this is not conducive to learning for all pupils.</i>
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		<i>Wheelchair users are able to move around the school, with minimal support to open doors. There are three disabled toilets in the school. There are hoisting and showering facilities available.</i>
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		<i>Segregation of pedestrians and vehicles in place. One disabled parking space.</i>
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓		<i>Whole school evacuation plans in place. Personal Emergency Evacuation Plans in place for some pupils. Auditory alarm installed but no visual system.</i>
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	<i>At present not required. No lift needed as on one level.</i>
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓		<i>School building is quite busy and some classrooms are cluttered with signage. Area for future focus.</i>
Are areas to which pupils should have access well lit?	✓		<i>Lighting good throughout the school building.</i>

Are steps made to reduce background noise for hearing impaired or sound-sensitive pupils such as considering a room's acoustics and noisy equipment?	✓		<i>Soundfield systems were installed and used for previous pupil. Adaptations would be made for pupils if required in the future. Dining Hall has acoustic panels fitted.</i>
Is furniture and equipment selected, adjusted and located appropriately?	✓		<i>Provision made for individual pupils as required.</i>

**Section 3:** How does your school deliver materials in other formats?

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		<i>Information is adjusted as necessary to suit the needs of the children.</i>
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		<i>Lessons are planned to cater for a range of learning styles e.g. visual, auditory and kinaesthetic.</i>
Do you have the facilities, such as ICT, to produce written information in different formats?	✓		<i>Programmes such as 'Communicate: In Print' are installed on a laptop. Adaptations made as necessary. Laptops and Ipads are available for use throughout the school</i>
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		<i>Advice sought and used from external professionals, as required. Training arranged if necessary.</i>



## Burleigh Primary School

### Policy History

Date	Writer	To be approved by	Modifications/changes
16/04/19	K. Maxwell	FGB	Plan rewritten to reflect current legislation. Appendix 1: Updated to take into account current pupils on role. Appendix 2: Updated to reflect modifications that have been made since previous audit in 2016.
29/04/2022	G Markham	FGB	Amendments to reflect current procedures and future plans.