



# Accessibility Plan

Signed:

Headteacher: Claire Wilson

Governor

Date: 11<sup>th</sup> May 2021

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It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Burton-on-the-Wolds Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Burton-on-the-Wolds Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

### **Review of the Plan**

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2024.

School: Burton-on-the-Wolds Primary School

Accessibility Plan

Date: April 2021

Area for improvement	Action to take	Resources	Responsibility	Timescale	Monitoring
<b>Access to and participation within the curriculum:</b>					
<b>To increase the extent to which disabled pupils can participate in the school curriculum</b>					
Our aim at Burton-on-the-Wolds is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
To liaise with pre-school providers earlier and more frequently to review potential intake for each year	To identify pupils who may need additional to or different provision for the start of the year.	Procedures Equipment Teacher/SENDCo time	HT EYFS staff SENDCo	On-going from the summer term each year.	Transition for children from pre-school provision into school is smooth with adequate and appropriate resources and provision
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Time	HT All staff	Ongoing	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents/carers	Ensure collaboration and sharing between school and families through meeting times.	Time	HT, SENDCo FS Team	Ongoing	Clear collaborative working approach is evident between all stakeholders

<p>To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, severe allergies, diabetes or mobility issues.</p>	<p>To ensure collaboration between all key personnel.</p>	<p>Time Resources</p>	<p>All staff involved with the child</p>	<p>Ongoing</p>	<p>Clear collaborative working approach is evident with outside agencies – staff have built relationships with a bank of key outside agencies to support children.</p>
<p>To ensure full access to the curriculum for all children</p>	<ul style="list-style-type: none"> <li>• CPD for staff involving outside agencies where necessary</li> <li>• Providing a differentiated curriculum as necessary with appropriate resources</li> <li>• Trained support staff support</li> <li>• Multimedia activities</li> <li>• Use of interactive ICT equipment if required</li> </ul> <p>☐</p> <ul style="list-style-type: none"> <li>• Specific equipment sourced from Specialist Teaching Services.</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Equipment</li> <li>• Specialised equipment</li> <li>• furniture</li> </ul>	<p>All staff</p>	<p>Ongoing</p>	<p>Advice taken from specialist teaching services and Early Years SEND Advisor strategies evident in transition and classroom practice</p>
<p>To review attainment of all SEND pupils</p>	<ul style="list-style-type: none"> <li>• SENDCo and class teacher meetings</li> <li>• School SEND Support plans written by class teachers in collaboration with parents</li> </ul>	<p>Time Send Support Plans</p>	<p>All staff</p>	<p>Termly</p>	<p>Children making progress against their targets on the support plan.</p> <p>Are targets achievable and measurable</p>

	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Scrutiny of assessment system</li> <li>• Regular liaison with parents</li> <li>• SENDCo/Teacher/Parents review meetings</li> </ul>				
<p>To promote the involvement of children with SEN in classroom discussions/activities</p> <p>To take account of variety of learning needs/styles for individual learners</p>	<p>The school aims to provide full access to all aspects of the curriculum by providing where appropriate:</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Support for visually impaired children</li> <li>• Appropriate keyboard and mouse</li> <li>• Staff training</li> <li>• Individualised resources to aid children in order to motivate and aid the learning process</li> <li>• Additional needs friendly classroom environments</li> </ul>	<p>Time, budget allocation for resources, Staff meeting time</p>	<p>Whole school approach</p>	<p>Ongoing</p>	<p>Ensuring that the needs of all children with needs, parents and staff are represented within the school.</p> <p>The classroom environment checklist is adhered to by all staff - are classrooms additional needs friendly?</p>
<p>To deliver findings to the Governing Body</p>	<p>Governors Meetings</p>	<p>Time</p>	<p>HT SENDCo SEND Gov</p>	<p>Termly SEND Governor and SENDCo meetings</p>	<p>Governors fully informed about SEN provision and progress – data analysed and discuss at Governors meeting</p>

<b>Access to the physical environment</b> <b>To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</b>					
To continue improving the physical environment of the school	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Time	SMT	Ongoing	Enabling needs to be met where possible
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and communal areas. Wall spaces are free from additional information and work	Time Resources Furniture	All staff	Ongoing	Stimulating displays on display boards only. Calm, clear spaces are accessed by all.
Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> <li>Make sure all children with a disability have plans within their SEND support plans regarding how to access all areas of school.</li> </ul>	Questionnaire time	All staff Children Parents/carers	Summer Term	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully	<ul style="list-style-type: none"> <li>To conduct parent interviews</li> <li>To liaise with external agencies</li> <li>To identify training needs</li> </ul>	Questionnaires Time	HT SENCo	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.

within the capability of the school					
To ensure driveways, roads and paths around the school are as safe as possible	Communication with parents through letters/newsletters/website/1:1 school staff  Safety improved with parking.	time	SMT	Ongoing	No accidents occur due to inconsiderate parking Safe access to school building for all users.
<b>Access of information</b>					
<b>To improve the delivery of information for disabled pupils and parents.</b>					
To ensure all children with additional needs have access to the curriculum	Regular parental communication  Individualised teaching strategies used for all children who require an alternative approach.	Time Resources and strategies put into place Classroom environment	All staff	ongoing	All children being able to access the curriculum  Advice provided/support by Educational psychologist, Autism Outreach Service and other outside agencies is being used effectively by all staff
To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> <li>Records passed up to each class teacher</li> <li>End of year class teacher meetings</li> </ul>	Training Time resources	HT All staff Office staff	Ongoing	All school staff aware of disabilities of children in their classes  All school staff are aware of the needs of children throughout school in order to support them appropriately.

	<ul style="list-style-type: none"> <li>• Annual reviews</li> <li>• SEND Support Plan meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal Health Plans</li> <li>• Significant Health Problems –staff aware of who these children are - information shared effectively</li> </ul>				
<p>School record systems- reviewed and improved where necessary (Records on Simms/ class information in class folders)</p>	<p>Record keeping system to be reviewed</p>	<p>Time Data sheets</p>	<p>Parents Office Teachers Support Staff</p>	<p>Continual review and improvement</p>	<p>Effective communication of information about disabilities throughout school</p>