

BURTON C E PRIMARY SCHOOL

ACCESSIBILITY PLAN - 2023 – 2026



Issue date: 21/11/2023
Date adopted:
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Signed by:
Approval committee: Governing Body

This document provides a framework on which schools can base their arrangements for Accessibility Plans that are 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. The Burton School Accessibility 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 advise 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 three years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA 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 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 Burton School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating 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 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 handouts, 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 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 school policies, strategies and documents:
 - Curriculum Policy

- Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Strategic Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates in part to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and 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. 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 School website will make reference to this Accessibility Plan.
 11. The School's complaints procedure covers the Accessibility Plan.
 12. The Accessibility Plan will be published on the school website.
 13. The Accessibility Plan will be monitored through the Governor Committees
 14. The school will work in partnership with the Local Authority and Diocesan Authority in developing and implementing this Accessibility Plan
 15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved Full Governing Committee

DATE December 2023

Review date 2026

Accessibility Plan - 2023 – 2026 : Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIME FRAME	Resources and Responsibility	Review
Ensure ICT provision is appropriate for pupils with disabilities.	- Review accessibility of ICT (including notepads & whiteboards) using specialist expertise e.g. TurnITon. - Review how current hardware and software can be used to support SEND pupils - Involve pupils in review of hardware & software. - Prioritise new software to purchase. - To research and purchase voice activated software to support pupils for whom writing is a barrier to learning	All pupils including those with disabilities of any sort, are able to fully access the IT curriculum. IT is used effectively to enhance and support SEND & disabled pupils to fully access the curriculum.	Autumn 2021	Possible use of Devolved Budget JK (Computing lead) & BJ (SENDCO)	Ongoing: Change of IT provider has impacted speed of review. SEND and PP budgets have been used as required to provide specialist equipment to support access to the curriculum – ie SEND keyboards.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	To continue to review on an ongoing individual basis all out-of-school provision to ensure compliance with legislation To continue to individually risk assess activities and trips to ensure all pupils can participate to the best of their ability.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Maintain access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils	Summer 2023 / as need arises	LS – PE lead AR – Inclusion Lead & EVC All Staff	All trips are risk assessed and where trips, events or activities may prove challenging to some groups of or individual children a solution is sought. A range of inclusive sporting events are accessed via the Christchurch School's partnership. All external providers are asked to provide free PP places in lieu of payment to the school. Funding sources are identified to prevent lack of funds being a barrier to activities.
Training for Governors in terms of Raising Awareness of	Provide training for governors	Whole school community aware of issues relating to Access	By Spring 2022 use of gov services and other CPD	BJ (SENDCO)	Staff CPD in staff meetings around protected characteristics and disability issues.

TARGET	STRATEGY	OUTCOME	TIME FRAME	Resources and Responsibility	Review
Disability Issues For Governors to ensure protected characteristics and disabilities are appropriately considered.	Governors consider all policy updates in the light of protected characteristics and consider impact of changes to policy on these groups – this is minuted.	A more inclusive school and social environment	providers		Gov CPD has not been identified – Gov support services have been limited.
To provide appropriate CPD to enable Teaching staff and Teaching Assistants to effectively support pupils' participation and progress	Review needs of pupils and skills of TA / Teaching staff accordingly Plan and deliver CPD to enable staff to work in a way that supports SEND pupils with a focus on ASD and Dyslexia	Pupils needs are appropriately met through effective deployment of skilled support staff to enable them to achieve their full potential	Ongoing		All staff have received CPD on Autism awareness to Level 2 – many have accessed other autism awareness training Dyslexia training was postponed due to bad weather and is due to take place Nov 27 th 2023
Continued use of Dolphins and Thrive trained staff to support access to the curriculum for those with mental, social and emotional barriers to learning	Thrive assessments in place and reviewed regularly to ensure children's wellbeing needs are being met.	Pupils feel in safe in school ensuring wellbeing and mental health needs are met.	Ongoing	2 x Thrive practitioners (training to be updated every 2 years)	Key relationships made with families. Daily check ins with key children. Attendance monitored.

Accessibility Plan 2023 – 2026 : Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt

TARGET	STRATEGY	OUTCOME	TIME FRAME	Resources and Responsibility	Review
Ensure accessibility for those with physical disabilities around school site	◦ Audibility ◦ Weather shelter ◦ Disability access toilets	Consider installation of a loop hearing system for the counter & school hall Canopy over main entrance Upgrade pupil toilets to include disability access when refurbishing		Costs to be investigated nearer the time	Considered and not considered a priority need at this time – Pandemic limited number of visitors and there are other options available should children require it. Canopy over main entrance installed. KS1 pupil toilets have had a disabled cubicle installed during refurbishments
Ensure corridors and access points within the school building are maintained in such a way as to not provide a barrier to those with disability.	◦ Regular review of corridors and access points ◦ Remove trip hazards ◦ Observe fire exit routes ◦ Provide those with a disability (or working with disabled pupils) a map of egress routes in the case of fire. ◦ Fire exit route maps in all rooms ◦ Ensure Fire Escape signage is clear and unambiguous ◦ Explore how signed	Identify appropriate storage for equipment and ensure that items are not left indiscriminately around Remove obstacles around signed emergency routes Consider colour use of signage. Emergency exit signage and lighting to clearly show routes to be used. Add visual alert to auditory fire alarm warning system currently in place.	On going On going 2021 2021	No cost AT (HT) & RH (Site manager)	Fire risk assessment shows that most fire escape routes are kept clear. Lockers and other storage helps this. Corridor by cleaning cupboard identified as needing to be cleared. Fire escape route signs to be updated – ongoing Visual alert to be considered at next fire alarm service

	routes could be improved for visually impaired.				
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Accessibility Plan - 2023 – 2026 : Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Resources and Responsibility	Review - November 2020
Make available school brochures, school newsletters and other information for parents in alternative formats & Languages	Continue to promote the availability of all publications in different formats for those that require it Ensure publications on the website are available in relevant languages where possible. Explore the link of language translator function on the website to support those whose families are EAL	All school information available for all through hard copy and website, text and calendar sync. Consider use of colours to aid those with visual disabilities ie colour blindness Delivery of school information to parents and the local community improved	ongoing	Cost to update website	Information on the website is also available in hard copy. Where available key docs – such as safeguarding are available in other languages common to the school community Translator function to be added to the website
To ensure all staff consider the best way to impart information and the use of a range of strategies to make written communication accessible to all.	AHT to attend training on how to combine visual and auditory delivery in lessons to support all pupils. Training/ CPD as appropriate Explore use of IT software that will produce consistent images to accompany topic vocab (the Noun Project)	All children able to access written information in teaching delivery.	On going As required	AHT	Ongoing AHT attended training on dual coding. This was also part of whole school CPD – Oct 2023. Strategy used in knowledge organisers. To be explored further in CPD
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	On-going CPD on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required Develop a link to services that can be used to support communication with parents who are visually or hearing impaired or EAL – ie interpreters in other languages	Awareness of target group raised School is more effective in meeting the needs of pupils. Communication between home and school is improved.	On-going	BJ (SENDSCO) & CD (SENDSCO Support)	Ongoing Use of pictorial images to accompany information such as behaviour expectations. Systems linked to RWInc which use familiar patterns linked to visual cues (1,2,3)