

BURTON C E PRIMARY SCHOOL

ACCESSIBILITY PLAN - 2023 – 26



Issue date: 21/11/2023
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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. Twynham Learning - Review how current hardware and software can be used to support SEND pupils - Purchase additional laptops or accessibility aids (SEND keyboards) as necessary to enable pupils to access the curriculum & home learning - 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 2023 Ongoing	Possible use of Devolved Budget JK (Computing lead) & BJ (SENDCO)	
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	Ongoing as need arises	KS – PE lead BJ – Inclusion Lead & SV - EVC All Staff	
For Governors to ensure protected characteristics and disabilities are appropriately considered.	Provide training for governors Governors consider all policy updates in the light of protected characteristics and consider impact of changes to policy on these groups – this is minuted.	Whole school community aware of issues relating to Access A more inclusive school and social environment	Ongoing Use of gov services and other CPD providers	AT (HT) BJ (SENDCO)	

TARGET	STRATEGY	OUTCOME	TIME FRAME	Resources and Responsibility	Review
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 Embed strategies from 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	BJ (SENDSCO) All staff	
To support access to the curriculum for those with mental, social and emotional barriers to learning – include emotionally based school avoidance	Continued use of Dolphins and Thrive trained staff Emotionally based school avoidance – staff training & agreed strategies	Improved attendance for those pupils with SEMH needs	2026 Ongoing	AT (HT) BJ (SENDSCO) JP (PSW)	

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 for EYFS area	Ongoing consideration as necessary of installation of a loop hearing system for the counter & school hall Canopy over sandpit	Ongoing Summer 2024	Costs to be investigated nearer the time	
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 routes could be improved for visually impaired.	Identify appropriate storage for equipment and ensure that items are not left indiscriminately around Remove obstacles around signed emergency routes 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 Sum 2024 Sum 2024	No cost AT (HT) & RH (Site manager) AT / RH/ EB	

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	Ensure publications on the website are available in relevant languages where possible. Provide a 1 page summary doc for important / lengthy policies. Explore the use 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. Delivery of school information to parents and the local community improved	ongoing	Cost to update 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.	Explore use of IT software that will produce consistent images to accompany topic vocab (eg the Noun Project) Develop a school protocol around font, size and colour of text and background to support pupils and parents with dyslexia type tendencies.	All children able to access written information in teaching delivery. Communication to parents is more readily accessible to parents with dyslexia	On going	AHT SENDCO HT	
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 (SENDCO) & CD (SENDCO Support)	