

Burlish Park Primary School



ACCESSIBILITY POLICY

DATE: November 2020

RATIFIED BY THE GOVERNING BODY ON: November 2020

REVIEW DATE: November 2023

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies	8
Appendix 1: Accessibility audit.....	9

1. Aims

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 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 access and opportunities for all pupils without discrimination of any kind. 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.

The school supports any available partnerships to develop and implement the plan.

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, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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. This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use a range resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. When appropriate, the school will request targets are set for pupils by professionals and services beyond the school. For example several pupils with SLCN are working on programs set by the NHS speech and language therapist.</p>	<p>Long term Objectives: To ensure that the finite resources of the school (staffing and monetary) are distributed equitably and efficiently to meet the range of needs of all our pupils with a disability.</p> <p>To increase the rates of progress and attainment for pupils with learning disabilities.</p> <p>Ensure staff know their responsibilities in delivering and recording the 'Graduated Response: Assess, Plan, Do , Review' including the active involvement of pupils and parents.</p>	<p>Annual audit of pupil progress and attainment at the whole school, SEND pupils, specific groups and individual pupil levels.</p> <p>Planning the effective use of ongoing resourcing at leadership level.</p> <p>Staff training, efficient distribution of information and advice, and building collective responsibility.</p> <p>Clear written guidelines and advice for all staff available in the Teachers' SEN File online.</p> <p>Build took kits of resources and interventions. Develop staff training in use of resources and interventions.</p>	<p>SENCO</p> <p>Head</p> <p>Leadership Team SENCO</p> <p>SENCO</p> <p>SENCO Communication TA</p>	<p>July annually.</p> <p>On going</p> <p>On going</p> <p>In place September 2017- updated when needed.</p> <p>System in place September 2017</p>	<p>Increase in progress and attainment in SEND groups</p> <p>School's information system SPTO and related files document effectively the graduated response for SEND pupils.</p> <p>Staff increasingly use and find useful the Teacher SEND file monitor through termly Phase SEND Meetings.</p>

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Medium term Objectives: To refine the quality first teaching to maximize the learning of all pupils including those with a learning disability.</p> <p>Increase the range and quality of interventions available to address the needs of pupils with a learning disability, especially pupils with SLCN which our largest group.</p> <p>To develop an effective framework to support innovative exploration and planning for our pupils who require a personalisation of the learning experience in order to meet their needs.</p> <p>Short term Objectives: To maintain the good progress and increase the attainment of SLCN pupils in writing.</p>	<p>Improve the dialogue between professionals including those from outside the school:</p> <ul style="list-style-type: none"> • Through the technique of annotated pupil reports. • Develop role of communication TA <p>Invest in additional Speech and language Therapy time. Action Plan</p> <p>Train all ATS in SLCN</p> <p>Trial the 'Engagement 4 Learning' resources and technique with selected pupils.</p> <p>Continue delivery of Narrative Packs to groups of targeted pupils in key year groups. Extend the use of narrative techniques</p>	<p>Additional therapist SENCO</p> <p>SENCO</p> <p>Additional therapist SENCO Phase Leaders</p> <p>Leader of EYFS Additional therapist SENCO</p>	<p>Additional provision purchased September 2017 – July 2018</p> <p>TA training autumn term 2017</p> <p>Effectiveness of trial reviewed July 2018</p> <p>Groups set up autumn term 2017</p> <p>Monitoring of narrative techniques spring term 2018</p> <p>Audit completed July 2017</p> <p>Monitor progress</p>	<p>Monitored through the additional therapist evaluation report.</p> <p>Collect names of TAs trained.</p> <p>SENCO to discuss effectiveness with staff teams who have used the E4L with individual pupils.</p> <p>Monitored through the additional therapist evaluation report</p> <p>Monitored through the additional therapist evaluation report.</p>
--	---	--	--	---	---	---

		<p>within classrooms as part of quality first teaching.</p> <p>Audit provision in EYFS Train staff in delivering provision aimed at improving:</p> <ul style="list-style-type: none"> • Listening skills • Vocabulary • Language development through Language Link • The use of visuals and the adult/child interaction. <p>Develop staff knowledge of phonological processing skills and its assessment. Train staff to plan and deliver interventions to develop pupils' phonological processing skills.</p> <p>Train staff to deliver 'Language for Thinking' and other inferencing interventions.</p>	<p>Additional therapist SENCO</p> <p>Additional therapist SENCO</p>	<p>Interventions set up autumn term 2017</p> <p>Interventions set up autumn term 2017</p>	<p>Monitored through the additional therapist evaluation report.</p> <p>Monitored through the additional therapist evaluation report.</p>
	<p>To build on improvements in EYFS to meet the needs of an increasing number of pupils who arrive at the school with a deprivation of speech, language and communication skills.</p> <p>To develop the use of specific, targeted strategies, with measurable outcomes, to ensure that pupils with phonological processing difficulties can become successful readers and access the school's RWInc scheme with confidence.</p> <p>To ensure the correct strategies and interventions are in place to ensure that all pupils, including those with learning difficulties, develop the inferencing</p>				

		skills required for proficient reading and comprehension.				
Improve and maintain access to the physical environment	<p>Burlish Park Primary School moved to a new build in September 2015. The build was designed with accessibility in mind.</p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	The current site should be maintained to include the upkeep and repair of all items listed.	Ensure service contracts are kept up to date. Monitor budget to ensure there is adequate spending provision in premises.	School Business Manager Caretaker	Ongoing	The school's premises is accessible for all.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 	To ensure signage is accessible for all pupils.	Take advice from specialist teachers on how to improve our current signage.	School Business Manager, SENCO, Early Years staff.	Ongoing	Improved signage around school.

4. 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 School Improvement Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys	None	FM	Ongoing
Corridor access	Corridors are clear	None	FM and CC	Ongoing
Lifts	Ensure that lift is in good working order.	Regular servicing.	FM	Ongoing
Parking bays	Two disabled parking bays.	Ensure that these are used by authorised personnel only. Regular reminders to be issued to parents about unauthorised parking through the school newsletter/website.	FM	Ongoing
Entrances	Automatic doors on main entrance.	Ensure that doors are in good working order and that areas are kept clear from obstruction.	FM and CC	Ongoing
Toilets	Two disabled toilets in school.	Ensure that area is clear.	FM and CC	Ongoing
Internal signage	There is some internal signage in the entrance foyer.	Ensure signage is accessible to all.	FM	Ongoing
Emergency escape routes	Emergency escape routes are detailed on the school fire map and procedure	Ensure routes are kept clear. Ensure PEEPs are in place for all requiring one.	FM	Ongoing

