

Buriton Primary School

Accessibility Plan 2022 - 2025

Introductory Statement

This Accessibility Plan has been drawn up to cover the period from Summer 2022-2025. If alternative format is required please let us know.

The plan takes account of the school's public sector equality duty as set out in the Equality Act 2010 which replaced the Disability and Discrimination Act 1995. Plus the SEND and Disability Act 2014.

Buriton Primary School are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Buriton Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

At Buriton Primary School we aim to reduce and eliminate barriers, to promote access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Principles

- Compliance with the DDA is consistent with the school's equalities policy, and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice
 - The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
 - The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

Education & related activities

The school will...

- continue to seek and follow the advice of the Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- ensure classrooms are optimally organised for disabled pupils
- lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity
- lessons involve work to be done by individuals, pairs, groups and the whole class
- all pupils are encouraged to take part in music, drama and physical activities
- staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading
- staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work
- 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
- provide access to computer technology appropriate for students with disabilities
- school visits,, are made as accessible as possible to all pupils irrespective of attainment or impairment
- there are high expectations of all pupils
- staff seek to remove all barriers to learning and participation

Physical Environment

The school will...

- take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- allow access for all pupils in the following areas - academic, sporting, play, where possible.
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities
- ensure furniture and equipment is selected, adjusted and located appropriately

Provision of Information

The school wil:

- make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has an Education Health Care Plan,(EHCP) the school will work with the Local Authority (**LA**) who makes and maintains the EHCP to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- School Equalities Policy
- Health and Safety Policy
- Special Educational Needs policy
- Child Protection policy
- Behaviour Policy
- Safeguarding Policy

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set.

1. Gathering Information			
Target	Actions	Responsibility	Timescale
Implement and maintain a monitoring system to support children with a disability.	<ul style="list-style-type: none"> • Maintain a register of children with a disability • Seek external support – PD advisory teacher • Monitor patterns of attendance • Monitor participation e.g. in trips • Monitor progress and attainment through pupil progress meetings and data analysis 	HT SENco CT, SLT Governors	Termly
Ensure the needs and aspirations of groups and individuals are met and understood.	<ul style="list-style-type: none"> • Organise meeting with parents of children with disabilities at the earliest opportunity preferably before children join the school, followed by regular meetings with parents about disabled children's needs. • Carry out regular analysis of attainment and progress of children with disabilities through termly pupil progress meetings and intervention analysis • Seek the views of those with disabilities 	HT, SLT, CT	Termly and as needed
2. Increasing the extent to which disabled children have access to the school curriculum			
Target	Actions	Responsibility	Timescale
Ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> • Provide opportunities for children to meet with people with a range of disabilities • Ensure books in school promote a positive image of disability 	Librarian / Eng Co HT	termly
Ensure all children have access to trips and extra curricular activities	<ul style="list-style-type: none"> • Carry out risk assessments prior to trips • Involve parents in planning trips where appropriate • Provide support for children in out of hours activities 	CT / HT	Termly Trips
Ensure staff are appropriately trained	<ul style="list-style-type: none"> • Ensure appropriate training for staff in Dyslexia, ADHD, diabetes, allergies etc • Ensure specific training for disability issues • Ensure all teachers are able to utilise appropriate resources and differentiation to ensure accessibility to the curriculum • Access external agency support 	HT / SENco	Termly Ongoing
3. Improving the physical environment to increase disabled children and adult accessibility			
Target	Actions	Responsibility	Timescale
Increase access to as much of the building as possible	<ul style="list-style-type: none"> • Seek information on the needs of users and pupils • Ensure any new building work meets all disability needs • Modify building through addition of handrails and loop system where appropriate • Improve acoustics using materials that absorb sound where possible, e.g. through addition of soft fabric backing on display boards, addition of carpet etc 	HT / Finance and Building committee Govs	Annually prior to admission of pupils with SEND
Ensure disabled adults are considered equally in the selection process for advertised posts	<ul style="list-style-type: none"> • Welcome all application for advertised posts • Encourage all members of the school community to consider becoming a Governor 	HT Gov	Ongoing as posts are advertised
Ensure clear signage	<ul style="list-style-type: none"> • Ensure disabled toilet is clearly signposted 	HT	
Ensure provision is made for disabled children and adults in an emergency evacuation	<ul style="list-style-type: none"> • Ensure all individual emergency evacuation plans are kept up to date • Ensure disabled visitors are provided with a plan of the building with accessible fire exits 	HT / AO	Reviewed annually
4. Improve accessibility of written information			
Ensure access to support is signposted for parents with a disabled child	<ul style="list-style-type: none"> • Liaise with parents to identify support needs • Liaise with Hampshire Education Authority for provision of support • Provide opportunities are provided for access to specialist units through both outreach and in-reach 	T / SENco /	Reviewed annually
Ensure children are able to access learning through developing their own understanding of how they learn best.	<ul style="list-style-type: none"> • Review T and L policy with regard to children with a disability / disabilities • Provide 1:1 named liaison member of staff for disabled children where 1:1 support is not required 	HT /CT, SENCo	termly

Accessibility Plan for Approval by governors: Summer term 2022.

For review: Autumn 2025

Interim Review: September 2024