

Buriton Primary School Accessibility Plan 2026-2029

Aims:

Buriton Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

Schools are required under the Equality Act 2010 to have an accessibility plan.

Buriton School Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

The Buriton School Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Behaviour policy
- Health and Safety
- Administering medicine policy
- Positive behaviour policy

Improving the Curriculum Access at Buriton Primary School

Target	Strategy	Responsibility	Resources	Timeframe	Achievement
Effective communication and engagement with parents and carers.	Termly meetings with parents. IEPs signed. Samples of work to support IEP. Annual review for pupils with EHCP's. Early help meetings as necessary.	HT SENDCo Class Teacher	Time allocated	In place and ongoing	Parents/carers are fully informed about progress and engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils.	Identify appropriate CPD for appropriate members of staff.	HT/SLT/SENDCo	Training time TA time allocated	In place and ongoing	Members of staff will be suitably trained. Pupils achieve their targets. Increased access to the curriculum for all pupils
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils.	Strategic deployment of TAs and specialist outside agencies. Use of digital technology. Purchase and allocate other resources as required – e.g. bean bags, wobble boards, ear defenders, pencil grips Ensure specialist equipment (e.g. hearing aids) are checked weekly and seek advice as required	HT/SLT/SENDCo	Specific apps to support learning on digital devices. Other resources required for individual pupils.	In place and ongoing	Positive impact on pupil progress. Barriers to learning are removed via resources and digital technology.

Adaptations to the curriculum to meet the needs of individual learners.	ELSA support Individual OT programmes. Speech and Language therapy programmes. Use of access arrangements for national tests and assessments.	SENDCo Class teachers TAs	SALT resources OT/ Sensory resources ELSA time	In place and ongoing	Needs of all learners met and enabling positive outcomes.
Use appropriate assessment tools and activities to monitor and assess children on the SEN register.	To ensure teachers and TAs are trained to effectively use our assessment tools and record the results effectively.	SENDCo	Time to assess Training time Investment of assessment tools.	In place and ongoing	Children on the SEN register are able to access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To liaise with parents. To liaise with external agencies. Make relevant referrals to external agencies To identify training needs.	SENDCo	Staff training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Interventions are used appropriately to help children make progress in targeted	Track intervention success on Insight. Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children	All Staff SENDCo	Training on new interventions through external professionals - Resources required to deliver interventions	On going	Children meet the intended outcome of the intervention. Children attending interventions can

areas and skills.	opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.				show their improved skills in classwork and assessments. Interventions promote accelerated progress.
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Improving the delivery of written information of Buriton Primary School

Availability of written material in alternative formats.	Termly newsletter/overviews emailed to parents/carers Improve availability of information for parents - display leaflets/posters/use of website and social media. Key content published on the school website. Provide translated documents as required.	HT/Office/ staff	Contact details and cost of translation/adaptation	In place and ongoing	All parents/carers will be up to date and well informed of school information.
Ensure documents are accessible for pupils with visual impairments when required.	Seek and act on advice from specialist teachers on individual pupil requirements. Use of a magnifier as appropriate. Ensure large, clear font is used in documentation.	HT/SENDCo	Loan/purchase costs of magnifiers and other equipment.	When required	Pupils able to access all school documentation.

Improving the physical environment at Buriton Primary School

Ensure all children feel safe and involved at playtimes.	Playground monitors to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher.	All staff	Buddy system for new children. Playground monitor training. Feedback in staff meetings.	On going.	Children feel safe in school.
Evaluate day and residential trips.	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.	HT, SENDCo and Class Teachers	Pre-visits and planning required for trips and residential stays if SEND children are coming. -Risk Assessments. Time for pre visit if required.	On going	All SEND are able to access all trips during their time at Buriton School.
Maintain safe access round the interior and exterior of the school.	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear.	H/T, School Site Manager	Premise meetings - Premise walk rounds.	On going	There is safe access throughout the school. No accidents or near misses outside the school on The Highstreet in Buriton.
All out of school activities are planned to ensure, where reasonable, the	Review all out-of-school provision to ensure compliance with legislation.	H/T and SENDCo	Educational visits and PP budget allocations.	On-going	All out of school activities are accessible to all SEND pupils.

participation of the whole range of pupils.					
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