

## **Burnt Tree Primary School – Accessibility Plan 2022-2025**



### **Vision Statement**

### **Aims and Objectives**

### **Current good practice**

- Physical Environment
- Curriculum
- Information

### **Access Audit**

### **Action Plan**

## **Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Burnt Tree Primary School the Plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

## **Objectives**

At Burnt Tree Primary School 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.

- 1) The Burnt Tree Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advertise other school planning documents and policies and will be reported upon annually in the respect of progress and outcomes. The intention is to provide a projected plan for a three year 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 Local Authority 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) Burnt Tree Primary School is 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 a 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 Burnt Tree Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan contains relevant and timely actions to:
  - Increase access to the curriculum for pupils with the disability, expanding the curriculum as necessary to ensure the 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 their 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 a specialist or equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
  - Improve and maintain 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 time frame;
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.
- 5) The Burnt Tree Primary School 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) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Behaviour Management Policy
  - Curriculum Policies
  - Emergency Plan
  - Equal Opportunities Policy
  - Health and Safety Policy
  - School Improvement Plan
  - Special Educational Needs Policy
  - Teaching and Learning Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which 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 on-going period.

- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. 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 Accessibility Plan will be published on the school website.
- 11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved ..... Chair of Governors

Date.....

## **Improving the Physical Access**

### **Facilities already in place**

1. Two disabled car parking spaces available close to the school entrance
2. Dropped kerbs on main route into school entrance.
3. Main entrance has wide doors for wheelchair access.
4. Whole school building accessible for wheelchair users.
5. Ramp access to both mobile classroom and outdoor classroom.
6. Lift access to first floor.
7. Evac chairs in place
8. Disabled toilet.
9. Changing bed facility.
10. Rails on all stairs

Target	Strategy	Responsibility	Time frame	Achievement
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Provision Maps when required – when start school.	SENCO	As required	Provision Maps in place for disabled pupils and all staff aware of pupil needs.
	Be aware of staff, governors and parents' access needs and meet as appropriate.	Head teacher	On-going	All staff and governors are confident that their needs are met.
	Through questions and discussions establish the access needs of parents/carers	Head teacher	Annually	Parents have full access to all school activities.

	Consider access needs during recruitment process	Head teacher	As required	Access issues do not influence recruitment and retention issues.
Ensure all disabled pupils or pupils with needs can be safely evacuated	Put in place a Personal Emergency Evacuation Plan (PEEP) for all pupils with disabilities	SENCO	As required	All disabled pupils or pupils with needs and staff working alongside are safe in the event of a fire.
To ensure that all classroom equipment and resources are accessible for all pupils.	SLT/Class teachers to review when organising classes as children move year groups.	SLT Class Teachers	On-going	Classroom resources accessed by all pupils.
Easy access to lift facility	Ensure sufficient staff are trained in lift operation.	Head teacher	On-going	Lift operated effectively.

### **Improving the Curriculum Access**

#### **Facilities already in place**

1. Teachers provided with FM amplification system for any pupils with hearing impairments.
2. Wheelchair friendly access to all curriculum areas

<b>Target</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Time frame</b>	<b>Achievement</b>
Ensure that reasonable adjustments are made so that all pupils access a curriculum	All Staff to consider the needs of pupils in their care, when completing medium and short term planning.	Head Teacher SENCo	On-going	Reasonable adjustments made so that all pupils access an appropriate curriculum

appropriate for their needs	Discussions with parents/carers of new pupils. Involvement of outside support agencies.	Class teachers		All parties involved, with common framework, in pupils' learning.  Child actively involved in own learning.
Ensure pupils with disabilities have full access to ICT	Assess pupil needs in terms of physical access and ICT software.  Risk assessments in place for all identified pupils.	SENCo Class teachers	On-going	Full and purposeful access to ICT for all pupils with disabilities.
Ensure that work is differentiated and resourced appropriately for pupils with disabilities.	Initial meetings at the beginning of the academic year with SENCo, Class teacher and LSA/LSP to discuss child's attainment, specific needs and resources. SENCo to monitor year group planning, seeking advice from outside agencies as appropriate. Provision Map review each term	SENCo Class Teacher LSA/LSP	On-going	Pupils with disabilities accessing a relevant, appropriately resourced curriculum.
Ensure that pupils with disabilities have equal access to extra-curricular activities	Person responsible for organising activity to ensure that pupil has equal opportunity for participation. Person responsible for organising activity to liaise with SENCo/parents so that support is in place.	Activity Leader SENCo	On-going	Pupils with disabilities given equal access to extra-curricular activities.  Support in place, if necessary, for pupil participation.

Ensure that teaching and support staff have access to relevant training for specific children.	Utilise existing experience/skills when organising classes as children move year groups.  Assess training needs of staff working with specific children. Allocate funding for such training.	Class Teachers SENCo	On-going	Increased confidence of staff working with pupils with disabilities.
Ensure that teaching and support staff are familiar with current legislation and documentation with regard to disability/accessibility.	Identify staff to attend relevant courses.  New initiatives/documentation discussed at SLT meetings and shared with staff.	Head Teacher SLT	On-going	All staff familiar with relevant, current legislation and documentation.
To develop a range of learning environments and experiences in response to children's needs.	Continually assess indoor and outdoor learning environments.  Consider individual pupils' needs – use of work stations, quiet areas and practical equipment.	All staff SENCo	On-going	Children able to access a range of learning environments and experiences.  Ensure workstations are appropriate. Sensory work with specific children. Dyslexia resources and visual times tables.



### **Improving the Delivery of Written Information**

<b>Target</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Time frame</b>	<b>Achievement</b>
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in 'simple' English.	Office	On-going	All parents receive information in a form they can access.
	School office and Family Support Worker to support and help parents to access information and complete school forms.	Office FSW	On-going	
Languages other than English to be visible in school.	School welcome signs to be multi-lingual.	Head Teacher	On-going	Confidence of parents to access their child's education.
Ensure that the school website is continually updated so that parents are able to access current policies and plans.	Links in place to all relevant policies and plans.  Parents informed via newsletter.	Office Staff SLT	On-going	Parents able to access policies and plans via the school website.
Ensure that parents are given advance warning, in an appropriate format, of all aspects of	Class teachers to consider advance notice to parents when booking visits.	All staff	On-going	Parents given advance notice of all aspects of school relevant to their child.

school relevant to their child.	Information provided via newsletters or class letters. Identified pupils with significant needs to be provided with information personally; this will be handed to parent/carer of put into child's bag.			
Ensure that all information sent to parents/carers is in a format relevant to their needs; large print, braille, other languages.	Office to keep up-to-date records of specific needs.  Seek advice from outside agencies if necessary.	SLT Office Staff	On-going	Parents/carers receiving information which is accessible to them.