Accessibility Policy

Statement of intent:
At Burley Oaks Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Burley Oaks Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

The main priority is to prevent an emergency from occurring in the setting; however, this is sometimes, unfortunately, out of the hands of the school. In an emergency, staff members at Burley Oaks Primary School will endeavour to take all reasonable actions in order to ensure the safety of pupils.

The procedures outlined in this policy aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils, staff members and visitors.

This policy was agreed in January 2024 and will be reviewed in January 2027.

Chair of Governors Christine A Smith **Date 26 January 2024**

Headteacher **Date 26 January 2024**

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1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan

- Data Protection Policy

2. Definitions

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "**protected characteristics**" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a "**disability**" if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, Trust and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe. This can be found in the Appendix.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the Trust in order to effectively develop and implement the plan. The Trust will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The Trust will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO every 3 years in line with this policy review.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

Burley Oaks Primary School strives to ensure that all existing and potential pupils are given the same opportunities, by developing a culture of inclusion, support and awareness. The 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. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with the Local Authority's Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The head of department for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. CPD

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Burley Oaks Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- 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 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 schools 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 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 timeframe;

- 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 timeframe.

External Monitoring

As part of our ongoing commitment to develop and reflect on our inclusive practice at Burley Oaks, we completed a whole school self-evaluation and participated in a 2-day assessment on Inclusion. The inspection included looking at the quality of Provision for Children with Special Educational needs. We are very proud to have been awarded the Inclusion Quality mark in March 2023. School will be undertaking the re-accreditation process in March 2024.

10. Monitoring and review

This policy will be reviewed every 3 years or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

This policy was agreed by Governors in January 2024 and will be reviewed again in January 2027.

11. Accessibility Action Plan January 2024 - January 2027

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for Sept 2024 onwards	• To identify pupils who may need additional to or different from provision for Sept Intakes. • Parent information evening with SENCO introduction and information on managing medical conditions • Admissions forms. • SENDCo to visit nursery providers, observe children and attend multi agency meetings where required.	Easter term onwards	HT SENCO EYFS Leader and teacher	Procedures/equipment/ ideas set in place by September admissions.
To review all statutory curriculum policies to ensure that they reflect inclusive practice and procedure	• To comply with the Equality Act 2010 • Curriculum areas talk about inclusive practice and equal opportunities • Supporting medical conditions, intimate care and severe allergic reactions policy in place.	Ongoing policy review	HT & Governors Assistant Headteacher All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	• To ensure collaboration and sharing between school and families to plan inclusion in all school activities and events. • Parents encouraged to highlight any additional requirements for attending school trips or extra curriculum activities so adjustments can be made.	Ongoing throughout	HT SENCO All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs.	• To ensure collaboration between all key personnel. • Annual training and medical updates. Training on specific conditions. • Meetings with school nurse. Health care plan drawn up where required. Supporting medical conditions, intimate care and severe allergic reactions policy in place.	Ongoing throughout	HT SENCO TAs Outside agencies	Clear collaborative working approach Medial notifications updated at least annually

To ensure full access to the curriculum for all children.	• CPD for staff on a range of SEN. • A differentiated curriculum with alternatives offered. • Purchase resources and aids. • Specialist resources to support learning and access to the curriculum • A range of support staff including teaching assistants trained in specific areas (SALT, Autism) ➢ Participation in WellMe training and project to support children with SEMH needs. ➢ Employment of Wellbeing mentor George Walker to support SEMH needs. ➢ Multimedia activities to support most curriculum areas. Use of interactive ICT equipment ➢ Specific equipment sourced from LSS and occupational therapy ➢ Access arrangements in place for statutory testing. ➢ Specialist teaching service referrals and professionals identified for further advice.	Ongoing	Teachers SENCO Ed Psych Support services	Advice taken and strategies evident in classroom practice.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Improve physical environment of school environment	• The school will take account the needs of pupils, staff 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 and colour schemes, clear signage and more accessible facilities and fittings. • Use of Sensory/calm spaces in classrooms and shared areas to support children requiring this. • Provide quieter work spaces/work stations for children with specific requirements.	Ongoing	SLT	Enabling needs to be met where possible.

Ensuring all with a disability are able to be involved.	• Create access plans for individual disabled children as part of ILP process. Create risk assessments/plans/ emergency evacuation plans/ care plans in response to emerging pupil need. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff Inclusion Leader	Enabling needs to be met where possible
Ensuring disabled parents have every opportunity to be involved	• Utilise disabled parking spaces for disabled to drop off & collect children • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents –support at school events/concerts/ information evenings	With immediate effect to be constantly reviewed	Whole school team, with immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To enable improved access to written information for pupils, parents and visitors.	• Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. • Access arrangements in place for statutory testing • Variety of communication methods offered- Twitter, Facebook, newsletters, parent mail, emails and face to face. • Offer a telephone call to explain letters home for some parents who need this. Work with a nominated adult who supports the person (e.g. grandparent)	Ongoing	Head Governor SENCO	To ensure written information is accessible to all pupils, parents and visitors.