

Burton Road Primary School



Access Plan

Accessibility Plan

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Introduction

The Equality Act 2010 and related Equality Duty 2011 reiterate the planning duty upon schools as laid out in the previous Disability Discrimination Act 1995. The Special Educational Needs and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. The SEND Code of Practice 2014 supports the Equality Act 2010.

School's Duty around accessibility for Disabled Pupils

Schools must aim through their accessibility plans to:

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

Vision and Values

At Burton Road Primary School we have worked hard to create a happy family atmosphere where children can feel welcome and secure. We set high standards for academic achievements and for socially acceptable behaviour. We encourage the children's interests through a wide range of extra curricular activities, educational visits and the involvement of writers, storytellers, artists, sculptors, theatre groups and performers within school.

Our School Mission

At Burton Road Primary School we aim to provide the best possible education for all our pupils within a setting which is aimed at the development of the whole child. Everyone involved with the school will promote the children's self-esteem and respect.

We aim:

- *to provide every child with opportunities to reach his/her full potential through challenging and stimulating experiences, across a rich and relevant curriculum in a caring and positive environment.*

We believe:

- *that every child should be given the opportunity to develop a sense of their own worth.*
- *that every child should be given the opportunity to become an enquiring, active and independent learner.*

- *that learning and teaching at Burton Road Primary School should act to build upon the strengths of every child through the provision of a creative and inspiring curriculum.*

We value:

- *personal characteristics such as honesty, fairness, tolerance and perseverance.*
- *a respect for the feelings and views of others, in addition to a respect for the environment in which we live and work.*
- *parental support and the impact of this upon the school community.*

It is our intention that the aims, beliefs and values identified permeate every aspect of learning and teaching.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

‘When a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- disability
- race
- sex
- age
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership

Burton Road School is committed to an inclusive curriculum and increasing access to the school’s facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the curriculum.

- Every pupil at Burton Road Primary School has access to a broad and balanced curriculum, regardless of any special need. This is part of the school’s ethos. Burton Road Primary School liaises closely with external agencies such as the Educational, Child and Community Psychology Services, Inclusion Services, Social Communication and Interaction Team, Sensory Services - Hearing and Vision Support, Speech and Language Therapy Service and the Physio/Occupational Therapy Service. These services provide advice to teachers on how to ensure that all disabled pupils

have full access to the curriculum. The external agencies support pupils on Sen Support or those with an Education Health and Care Plan.

- Teachers differentiate all lessons to meet the needs of pupils with a wide range of ability.
- Sensory diets will be used appropriately to maximise learning for pupils when needed.
- If there is a need to adapt the resources or furniture for a disabled pupil then staff should consult with the schools Special Educational Needs Coordinator (Mrs Lisa McNicholas). An example of this may be a specially adapted chair for a pupil with Cerebral Palsy or modified equipment such as scissors or multi-sensory teaching resources. The resource needs will depend on the needs of the disabled pupil(s) present in school at the time.
- Staff will organise the furniture in the classroom so that the movement of pupils with different impairments is not restricted in any way. The Vision Support and Hearing Support Team at Sensory Services have been into school to audit classrooms and the school building to facilitate optimum accessibility for children with hearing and visual impairments.
- All staff at Burton Road Primary School have been involved in school based in-service training on learning styles. Teachers cater for the diversity of learning styles in their planning and teaching.
- There is an anti-bullying ethos so that all pupils feel secure at school and are able to learn in an environment free from fear. This helps all pupils to feel safe and confident and this has a positive influence on their learning in the classroom.
- Collaboration rather than competition is the main principle of learning at Burton Road Primary School.
- The curriculum is planned by the class teacher to meet the needs of all learners.
- Class teachers regularly plan with support staff so that staff who work closely with disabled pupils are involved in the planning of learning activities.
- All classes are mixed ability. Pupils work in ability groups for some lessons and mixed ability groups for other lessons (e.g. ICT, art, design and technology). This fosters an atmosphere of cooperation. Grouping arrangements in class are regularly reviewed.
- The ethos at Burton Road Primary school is to celebrate effort and achievement rather than attainment. This ensures that disabled pupils experience success in learning. This helps to develop their self-esteem.
- Information about a disabled pupil's access and learning needs is given to staff as required.
- Diversity is valued at Burton Road Primary School and all children are gifted and talented is it our job to find out how.
- Detailed planning allows for the variable time needs of different pupils to complete activities. It is recognised that different pupils will produce different amounts of work and that the quality of work will vary from individual to individual.
- If different resources are needed for pupils to access the curriculum, teachers should consult the Special Educational Needs Coordinator (Mrs Lisa McNicholas), who will arrange for the necessary resources to be purchased. Examples of these may include larger lined books, coloured paper to reduce visual stress, adapted ICT resources such as touch screen, interfaces with talkers, vocalising computers and Braille adapted computers. These resources will be purchased as and when a need arises.

- Alongside resources, any review of staffing structure to support pupils with disabilities would take place when the need arises. This would include the SENCO and Senior Management Team,
- All educational visits will be accessible to disabled pupils: Venues and environments will be checked on a preliminary visit for potential barriers and this will be included in the EVOLVE risk assessment. If the barrier cannot be removed, alternative activities will take place on the visit so that the disabled pupil can still participate. Additional support will be arranged for the disabled pupil(s) on the visit.
- All extra curricular activities are accessible to disabled pupils. Once again all venues, environments and methods of transportation will be checked beforehand. Potential barriers will be removed.
- All pupils at Burton Road Primary are valued.
- All the staff exhibit a positive attitude towards all learners and achievement of all is rewarded.

Points for Action

- Transfer of sensory equipment upstairs and conversion of the Rainbow Room into a Sensory Room to maximise sensory resources.

2. Improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

- Burton Road Primary School is situated on two levels, with an upper and lower floor, which could create potential barriers to physical access. However, the creation of a new building adjacent to the old school, has helped to overcome some of the potential issues with this. A lift has been incorporated to facilitate disabled access to the upper level.
- There are allocated disabled parking spaces in the parking bay on the main road outside the school.
- This lift is equipped with a speech output and tactile buttons
- All exits are clearly demarcated and there are accessible exit routes to for the physically disabled.
- An 'Evac' chair has been purchased and is situated at the top of the stairs, it is intended that staff will receive training with this.
- Ramps at the side of the old building also facilitate access, from the side of the building, to the upper floor.
- As the lower building is on gradient there are three ramps (in the School and Children's Centre) which are visually demarcated for Health & Safety.
- There are disabled toilets for pupils, staff, and visitors. This complies with regulations ensuring that acceptable distances from disabled toilet facilities are not exceeded from any part of the building.
- Classroom doorways are wide enough for a wheelchair to fit through.
- There is an emergency escape route from each classroom to the exterior of the school, which a wheelchair can fit through.
- The new building has been equipped with following aids to visual impairment: Lighting, signage, colour contrast and highlighting on the edge of steps.

Points for action

- Check visibility markings and hand rails on steps both within and outside the school where needed.

3. Improve the availability of accessible information to disabled pupils.

- The staff at Burton Road Primary School will aim to make all information normally provided, accessible to all pupils including those pupils with disabilities.
- The School SEND information report is available on the school website details links to the LA Local Offer which provides valuable information to parents.
- The school will consult with support services in the authority for advice on adaptation of resources, when this is necessary. The school will also liaise closely with the child's parents and discuss with them the most appropriate resources to use.
- In the first instance, teachers must consult the Special Educational Needs Coordinator, who will then liaise with the relevant outside agencies if this is deemed necessary. Examples of where such steps may be necessary could be the adaptation for information to children with autism, or visual impairment. In these instances written information will be adapted to meet such individual needs, after the relevant consultation, outlined above.

Points for action

- Update SEND Information report yearly and monitor availability of accessible information regularly.

Audit of Existing Provision

Curriculum

- Curriculum is fully inclusive
- Diversity is recognised and all pupils are valued. Teaching and Learning Policy is in place that reflects this.
- Staff have received training in order to extend their skills and help all pupils access the curriculum without disruption. Eg. Autism and Aspergers INSET. Team Teach Training, SEND INSET.
- Media Suite and I-Pads available to classes.
- Special Mentions assembly and Rewards assembly that celebrates inclusive effort and achievement.

Physical Environment

- Service, maintenance and upkeep of lift to continue access from upper floor.
- Use of Community Room for lunchtime as a hub space for nurture of pupils at lunchtimes.
- Rooftop playground available for pupils with safe surface.

Written Information

- Liaise with LA Inclusion services.
- Liaison with parents.
- Update pupil information using the Gateway App.

Policies

Compliance with the Equality Act 2010 and related Equality Duty 2011 is consistent with the school’s aim and equal opportunities policy, and the operation of the school’s SEN/Inclusion Policy.
 The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. This plan will be kept under review and revised as necessary. The Governors will achieve this through the Curriculum Committee.
3. The plan will be subject to monitoring by OFSTED during inspections.

Date of Plan 04/02/2024

Date of Review 04/07/2024

Member(s) of staff responsible Matthew Harris, Hannah Schofield

Governor(s) responsible Paul Robson

Approved by the Governing Body on

The plan is available in the following formats, on request to
 e-mail, enlarged print version

