



Accessibility Plan 2018-2021

Adopted by Burbage Junior School on	November 1 st 2018
Next Review Due	Autumn 2021
Chair of Governors	<i>Tim Aston</i> Date:1.11.18
Headteacher	<i>Karen Allen</i> Date:1.11.18

Aims and Vision

Our mission statement is simple: "The Burbage Way – Striving to be the best version of ourselves". This is reflected throughout the school and is used to set the standard for model behaviour and attitudes on a daily basis.

Our vision is that children will leave Burbage Juniors as independent, confident learners who believe in their own abilities and are resilient in the face of challenge; they will be responsible, well-rounded, polite and respectful British citizens who understand that through hard work, they can achieve their potential as individuals or as a team in the wider world.

Our Aims

To achieve all that is encompassed in our mission statement and vision, our aims are:

- To provide high quality teaching and learning so pupils achieve high standards in all areas of the curriculum;
- To ensure that learning is fun and inclusive through an exciting curriculum;
- To provide a safe and happy learning environment

Values

Governors, staff, parents and pupils were involved in agreeing a set of values which define the school's ethos, these are:

- Respect
- Kindness
- Integrity
- Excellence
- Enjoyment
- Inclusivity

At Burbage Juniors we are guided by our values in all we do.

Introduction

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. The 2010 Equality Act adds further to this duty.

At Burbage Junior School we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum

2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff, parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Employ member of specialist teaching service for specific pupils • Autism INSET • Attachment Disorder INSET • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist – work to their plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • Lunchtime Supervisor training – attachment disorder/class updates • EP assessments • School Nurse Drop in Sessions • LSA support for individuals • Pastoral Support Provision - ELSA • Family Outreach Worker targeted support • Individual records 	Continue to train staff to meet needs of individuals and assess impact of pastoral support
Classrooms and other are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space 	<p>Utilise outdoor area and other relevant spaces in school</p> <p>Continue to develop access to quiet Spaces and intervention rooms</p>
Work is differentiated and staff have high expectations of all	<p>Lesson observations</p> <ul style="list-style-type: none"> • Learning Walks • Reviews • IEPs • Governors' monitoring 	Continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations • Learning walks • Book Scrutiny 	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra –curricular clubs, visits and performances • Swimming provisions • PPG funding used for Sport and Music provision 	Continuous
Staff recognise and plan for additional time and effort needed by some pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> • Staff aware of needs – • Staff meeting time for Provision Mapping/Support Plans/ class team meetings • Inclusion leader tracking of progress 	<p>SENDCo work with class teachers</p> <p>Relevant assessment and general publications referred to</p>

Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Surveys • Survey follow-up 	Continuous
The layout of areas around school allows access to all. Wheelchairs could get about when required	<ul style="list-style-type: none"> • Ramps are fitted • Access is available throughout 	Ensure that no Steps/paving cause an obstruction
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Wedges, speaker boards, coloured overlays, triangular grips, IT, spelling and maths packs etc to support individuals 	Inclusion team to provide support packs/equipment for teachers to use in class
Disabled toilet facilities adequate	<ul style="list-style-type: none"> • Disabled access • Shower in Swimming Pool 	When not in regular use ensure good housekeeping/avoid storage
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none"> • Open door policy – regular contact with parents • Office support completing forms/with Parent Mail • Feedback on parent survey • Curriculum evenings/parent coffee mornings / newsletters /website 	Provide additional support for children without home support, e.g. with homework/ spare kit
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> • Through curriculum opportunities • Visitors to school • Assembly Themes 	Teachers to ensure a focus on this