



# Accessibility Plan 2019-2022

Adopted by Burbage Junior School on	Autumn 2019
Next Review Due	Autumn 2022
Chair of Governors	Date:
Headteacher	Date:

## **Aims and Vision**

**"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 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

<b>Policy</b>	<b>Evidence</b>	<b>Action</b>
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"> <li>• INSET records – school and individuals</li> <li>• Employ Behaviour Learning mentor for specific pupils</li> <li>• Autism INSET</li> <li>• ADHD INSET</li> <li>• Attachment Disorder INSET</li> <li>• Interventions for groups and individuals</li> <li>• Regular assessments by Speech and Language Therapist – work to their plans</li> <li>• Written reports from external agencies</li> </ul>	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"> <li>• Lunchtime Supervisor training – attachment disorder/class updates</li> <li>• EP assessments</li> <li>• School Nurse Drop in Sessions</li> <li>• LSA support for individuals</li> <li>• Pastoral/Family Support Provision – Behaviour Learning Mentor &amp; ELSA</li> <li>• Lunchtime clubs for targeted pupils</li> <li>• Individual records</li> </ul>	Continue to train staff to meet needs of individuals and assess impact of pastoral support
Classrooms and other areas optimally organised for those with disability	<ul style="list-style-type: none"> <li>• Space is utilised to facilitate group and individual learning space</li> </ul>	Utilise outdoor area and other relevant spaces in school  Continue to develop access to quiet spaces and intervention rooms
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning Walks</li> <li>• Reviews</li> <li>• IEPs</li> <li>• Governors’ monitoring</li> </ul>	Continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Learning walks</li> <li>• Book Scrutiny</li> </ul>	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> <li>• Inclusion at extra –curricular clubs, visits and performances</li> <li>• Swimming provisions</li> <li>• PPG funding used for Sport and Music provision</li> </ul>	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"> <li>• Staff aware of needs –</li> <li>• Staff meeting time for Provision Mapping/Support Plans/ class team meetings</li> <li>• Inclusion leader tracking of progress</li> </ul>	<p>SENDCo work with class teachers</p> <p>Develop intervention coordinator role</p> <p>Develop suite of assessments for processing speed and SATs adjustments</p>
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Survey follow-up</li> </ul>	Continuous
The layout of areas around school allows access to all. Wheelchairs could get about when required	<ul style="list-style-type: none"> <li>• Ramps are fitted</li> <li>• Access is available throughout</li> <li>• Markings on playground support children with visual impairment</li> <li>• Quiet classrooms identified for pupils with hearing impairments</li> </ul>	Ensure that no Steps/paving cause an obstruction
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> <li>• Tables and chairs appropriate size</li> <li>• Wedges, speaker boards, coloured overlays, triangular grips, IT, spelling and maths packs etc to support individuals</li> </ul>	Inclusion team to provide support packs/equipment for teachers to use in class
Disabled toilet facilities adequate	<ul style="list-style-type: none"> <li>• Disabled access</li> <li>• Shower in Swimming Pool</li> </ul>	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"> <li>• Open door policy – regular contact with parents</li> <li>• Office support completing forms/with Parent Mail</li> <li>• Feedback on parent survey</li> <li>• Curriculum evenings/parent coffee mornings / newsletters /website</li> </ul>	<p>Provide additional support for children without home support, e.g. with homework/ spare kit</p> <p>Develop online communication systems (Class Dojo) and learning provision (Google Classroom)</p>
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> <li>• Through curriculum opportunities</li> <li>• Visitors to school</li> <li>• Assembly Themes</li> </ul>	Teachers to ensure a focus on this with support from external agencies