



# Burbage Junior School Accessibility plan

Adopted by Burbage Junior School      Summer 2023

Next Review Due                              Autumn 2024

Chair of Governors                          Date:

Headteacher                                    Date:

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### 1. Aims

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our mission statement is simple: “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:

- Pupils who take responsibility for their own actions and make a positive contribution to society,
- Have knowledge of British and global society beyond their own through the curriculum,
- Are able to use technology effectively and safely,
- Have excellent behaviour and attendance,
- Are able to make healthy lifestyle choices to have safe, healthy and fulfilling lives,
- Children who make good progress from their starting point,
- Pupils who enjoy learning and can independently explore and enquire.

### 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.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum

- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM   | CURRENT GOOD PRACTICE   | OBJECTIVES   | ACTIONS TO BE TAKEN  | PERSON RESPONSIBLE   | SUCCESS CRITERIA   |
|---|---|--|--|--|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Some curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Some knowledge organisers are used to clarify essential learning in dyslexia friendly fonts.</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure that people with disabilities are represented in the school environment.</li> <li>• To ensure pupils with disabilities are making expected progress.</li> <li>• To review all curriculum subjects to ensure relevance to modern Britain- especially in regard to disabilities.</li> <li>• Knowledge organisers to be consistently used across all subjects.</li> <li>• To ensure all pupils medical needs are catered for.</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring of curriculum coverage.</li> <li>• Tracking of progress of all pupils including those with disability.</li> <li>• Monitoring of target setting and achievement of these targets.</li> <li>• Review of subject areas to assess resources available for those with disabilities and that they are represented in resources.</li> <li>• Intervention training for staff.</li> <li>• Staff trained to meet individual medical needs of pupils where applicable.</li> </ul> | <ul style="list-style-type: none"> <li>• SENDCO</li> <li>• Subject Leaders</li> <li>• Class Teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils with disabilities will be able to talk about any subject area with confidence.</li> <li>• Subject leaders can see how resources are being adapted for pupils with disabilities in the classroom.</li> <li>• Pupils with disabilities will make progress against targets set.</li> <li>• Evidence of representations of people with disabilities can be seen around the school.</li> <li>• Support staff able to work with increased knowledge and provide appropriate resources for pupils.</li> <li>• Staff completed training for specific needs.</li> </ul> |

| AIM  | CURRENT GOOD PRACTICE   | OBJECTIVES  | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE   | SUCCESS CRITERIA  |
|--|---|---|---|--|---|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Calm, clutter free classrooms</li> <li>• Edges of playground and doorways highlighted for pupil with vision impairment.</li> <li>• Classrooms and other area are optimally organized for those with a disability.</li> <li>• Labelled equipment</li> </ul> | <ul style="list-style-type: none"> <li>• To optimize learning for all by lessening distractions and overwhelm in classrooms.</li> <li>• To allow access for all pupils easily around the school and classrooms.</li> <li>• To ensure that access to kitchen, library and other facilities are accessible to all learners.</li> <li>• Disabled toilets are easily accessible and are clear from clutter</li> </ul> | <ul style="list-style-type: none"> <li>• Playground to be regularly monitored to make sure highlighting is clearly visible.</li> <li>• To ensure classrooms are clutter free and colours are muted.</li> <li>• To monitor classrooms to make sure that all parts of the room are accessible to all pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• PO</li> <li>• Class teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Classrooms will be calm and clutter free when monitored on learning walks by subject leaders and SLT.</li> <li>• Playground markings will be clear.</li> </ul> |

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|--|--|---|--|--|--|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Work is adapted to the needs of pupils.</p> <p>Expectations for pupils is high.</p> | <ul style="list-style-type: none"> <li>• Information should be delivered to all pupils clearly in a format that is easily accessible to those with a disability.</li> <li>• Equipment selected for pupils is appropriate for their need.</li> <li>• Staff recognise and plan for additional time for processing needed or work production.</li> <li>• Work is adapted and staff expectations are high.</li> <li>• Staff have necessary training to teach and support pupils with a range of needs.</li> <li>• Staff have access to external agencies for advice and information.</li> <li>• Pupils with emotional, social and behavioral difficulties are supported in school.</li> </ul> | <ul style="list-style-type: none"> <li>• Personal screen, overlays, triangular grips, ear defenders and other physical equipment are in use to support pupils.</li> <li>• Staff meeting time is allocated to plan for the needs of pupils.</li> <li>• Thrive support for targeted pupils.</li> <li>• Training for staff to support learning needs in class.</li> </ul> | <ul style="list-style-type: none"> <li>• SENDCO</li> <li>• Head teacher</li> <li>• Deputy Head teacher.</li> </ul> | <ul style="list-style-type: none"> <li>• Adaptions made for pupils who need it will be seen in learning walks.</li> <li>• Pupils will be able to talk about how they find it easier to learn and show what they have to help them.</li> <li>• IEPs to be reviewed regularly.</li> <li>• External agencies have been used to support staff and pupils.</li> </ul> |

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the head teacher.

It will be approved by the full governing body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy