



Accessibility plan

Burscough Priory Academy

Approved by: Head		Date: Autumn 2025
Last reviewed on:	December 2025	
Next review due by:	December 2026	

Contents

1. Aims.....	2
2. Legal Framework. Roles and Responsibilities.....	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies.....	7

1. Aims

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

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.

Burscough Priory Academy believes that all children and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Burscough Priory Academy aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and Burscough Priory Academy will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons and adaptive teaching strategies to address potential areas of difficulty and to remove barriers to student achievement, will mean that students with SEND and disabilities will have access to a full curriculum. Burscough Priory Academy is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Burscough Priory Academy has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

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:

- students,
- parents,
- the Headteacher and members of staff,
- Local Academy Councilors

2. Legal framework

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

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- 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'

3. Roles and Responsibilities

The Headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- 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 Trust, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO 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 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.

1. 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	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> At Burscough Academy we offer a broad and balanced curriculum which is constructed with SEND as a primary focus at the design phase. Teaching staff have worked hard to explicitly identify what high quality teaching should look like in the classroom. This is linked to the four broad areas of need, as outlined in the SEND Code of Practice. This includes a clear focus on strategies that should be adopted to support students with disabilities Teachers have access to student Passports/Learning Support Plans which detail the specific adjustments that should be made to meet the needs of students with SEND and/or medical conditions. Curriculum resources include examples of people with disabilities. Students also focus on disability as part of their Personal Development curriculum, including tackling prejudice and discrimination. Curriculum progress is tracked for all students, including those with a disability. SEND students are identified as a priority cohort within school. 	<ul style="list-style-type: none"> To ensure the curriculum offer is fully inclusive, offering a range of vocational qualifications that are both available and accessible to all students, including those who are disabled. Awareness of issues regarding students with chronic medical conditions including Diabetes, Epilepsy, Asthma and Anaphylaxis. Students able to access medical support without the need to explain their (confidential) medical condition allowing them to feel part of an inclusive school To ensure all learning spaces are supportive of students with additional needs, including disabilities. This includes the use of accessible formats of resources to support learning such as coloured paper, overlays, use of a Word Processor for extended writing, seating position in class etc. To ensure all staff are confident in their understanding of both SEND and medical needs, allowing them to confidently make adjustments, leading to students feeling part of a truly inclusive school. 	<ul style="list-style-type: none"> Regular training and updates from Health professionals Issue of Medical pass to allow students to leave class to go to the toilet or access their medical equipment. Update staff via email, Briefing updates, SEND Weekly updates, pinned updates on Arbor. Development and delivery of a planned CPD programme to support staff in an effective delivery of the curriculum. Continuation of provision of a Transition Group in Yr 7 (maximum of 12 students to a subject specialist teacher for core subjects and Humanities. Regular review of the learning needs of students with specific disabilities such as and including Dyslexia, ASD, ADHD, 	<p>Ongoing</p> <p>SENCO First Aiders All Staff</p>

	<ul style="list-style-type: none">• Targets are set effectively and are appropriate for pupils with additional needs.• The curriculum is reviewed to ensure it meets the needs of all students.			
--	--	--	--	--

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
Improve and maintain access to the physical environment.	<p>The environment is adapted where possible to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Short term</p> <ul style="list-style-type: none"> • Access to disabled toilet facilities • Access to ground floor classrooms where possible and Key Stage areas available for lessons that cannot be accessed other than by stairs • Risk Assessments (RA's) carried out for both temporary and long-term health conditions. • Accessibility for parents and students with disabilities on parent consultation evenings. • This Accessibility will be reviewed every three years by the Trust Estates Manager/COO in consultation with the LAC Committee and Audit & Resources Committee of the Trust. The overall delegation for the Accessibility Plan lies with the Headteacher. • Create access, handling and movement plans for individual students with diagnosed physical needs, particularly those with an EHCP. • Review evacuation procedures and put in place Personal Emergency Evacuation Plans (PEEP) for any student or member of staff with a disability. <p>Medium/Long term plans:</p> <ul style="list-style-type: none"> • No fabric changes planned 	<ul style="list-style-type: none"> • Availability of Radar keys • Issue of Toilet/Exit passes • RA to be completed on return to school and distributed to staff • Access plans to be developed where necessary with relevant professionals such as Occupational Therapy/Specialist Teacher input. • Advise staff of evacuation procedures and review effectiveness following regular evacuation drills. • Ensure all visitors to site are aware of their responsibilities in the event of an evacuation. • Ensure all areas of school that have wheelchair access are visually checked weekly to ensure no obstacles exist. • Improve signage for visually impaired e.g. use of yellow strip marking edges. 	<p>Ongoing</p> <p>Operations Manager SENCO All Staff Trust Estate Manager</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE, RESPONSIBILITY & SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • All exits and routes to exits are clearly marked with appropriate escape signs so that students, staff and visitors can easily determine their most direct route to a place of safety in the event of an emergency. • Access to the online learning platform, Google Classroom and Arbor • Access to use of Chromebooks • Large print resources and use of coloured paper where appropriate • Induction loops 	<p>Ensure that all information is in an accessible format for students, staff, parents and visitors</p> <p>Short term</p> <ul style="list-style-type: none"> • Access to Chromebooks (to own/loan) • Use of enlarged printed documents and use of colored paper/overlay as recommended by professionals • Ensure students and staff with visual impairments can access all information • Monitor ways to improve delivery of information and provision of information in different formats (e.g. Braille) when required/requested. • Provision of paper-based learning if online learning is not accessible 	<ul style="list-style-type: none"> • Maintain a loan system whereby students can still access use of a Chromebook for learning in school if their own is not available. • Ensure all information is displayed on the school website and in letters so that parents can access, i.e. hard copy letters/information to be sent to households who do not have access to a computer device. 	<p>Ongoing</p> <p>SENCO</p> <p>General Office</p> <p>All staff</p>

2. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Academy Council.

3. 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) Policy
- Special Educational Needs (SEN) information report