





Accessibility Plan

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Statement of intent

This plan outlines how Burscough Village Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. 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'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board 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.

The headteacher will be responsible for:

- 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 governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO 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.

3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

| | Issue | What | Who | When | Outcome | Review |
|------------|--|--|-----------|-------------|--|-------------|
| Short term | Staff members need further training in manual handling to move children correctly and safely | All staff complete manual handling training online. Staff training for specific staff Team Teach. In house Team teach training for | All staff | Summer 2023 | Staff able to move children more confidently and safely. | Spring 2023 |

| | | | | | | |
|--------------------|---|---|------------------|-------------|--|-------------|
| | | staff in specific year groups. | | | | |
| Medium term | Staff members need further training to support pupils who are non-verbal. | Training in the following areas: Makaton, PECS and use of ACC – communication device. | All staff | Autumn 2023 | Staff able to use Makaton to communication with children more confidently. Children are able to communicate using Makaton with more children and adults. | Summer 2024 |
| Long term | Children need further support with oracy and speech and language. | Buy in Well comm package, train staff, deliver intervention and measure the impact. | EYFS and Ks1/SLT | Autumn 2023 | Pupils have developed their speech and language skills. | Summer 2024 |

Planning duty 2: Physical environment

| | Issue | What | Who | When | Outcome | Review |
|--|-------|------|-----|------|---------|--------|
|--|-------|------|-----|------|---------|--------|

| | | | | | | |
|--------------------------|---|--|------------------|--------------------|--|--------------------|
| <p>Short term</p> | <p>Following Autism walk-through, develop learning environments using the areas identified.</p> | <p>An expansion of chillout/zen zones available for all pupils to access</p> <ul style="list-style-type: none"> • Label classroom doors with the teacher`s name, year group, picture and display whole school staff photos • Ensure displays do not obscure pupils` vision and are pertinent to the current learning • Label resources. Use of same font throughout the school? • Alternative area for pupils to use outside the dining room | <p>All staff</p> | <p>Summer 2023</p> | <p>The learning environment supports all pupils with a particular focus on pupils with Autism.</p> | <p>Summer 2024</p> |
|--------------------------|---|--|------------------|--------------------|--|--------------------|

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|--------------------|--|--|---------------|-------------|--|-------------|
| Medium term | New media centre to be installed – ensure this is accessible for all pupils. | What considerations need to be made for all pupils. | SBM/SENCO/SLT | Summer 2023 | All children are able to access the media centre. | Autumn 2023 |
| | Toilets are bright colours and shiny. | Plan new media centre with advice from Autism friendly policy. | SBM | Summer 2023 | Access to toilets is increased | Autumn 2023 |
| Long term | Children to see themselves represented in the school learning environment | Consider displays, resources and inclusive events | All Staff | Summer 2023 | Children can see themselves in the learning environment in school. | Summer 2024 |

Planning duty 3: Information

| | Issue | What | Who | When | Outcome | Review |
|--|-------|------|-----|------|---------|--------|
|--|-------|------|-----|------|---------|--------|

| | | | | | | |
|--------------------|--|---|------------------------------|---------------------------|--|--------------------|
| Short term | Unsure of disabilities of parents and carers. | Audit of parents disabilities and needs | SENCO, SLT and school office | <u>Autumn 2023</u> | School is able to identify parents disabilities. | Spring 2024 |
| | Following audit of parents needs – how can school further support parents. | Develop ways to support parents with disabilities. Getting in the school building, reading forms, helping to fill in forms. | SLT/Office staff | Summer 2023 | School can provide ways to support parents with school procedures. | Autumn 2024 |
| Medium term | Parents of children with SEND find it hard to access support and relevant information to support their children. | Set up monthly SEND group with a different focus to support parents of children with additional needs. | SENCO/Parents/SLT | Spring 2023 | Parents feel supported and have access to useful information. | Summer 2024 |
| Long term | Children need support developing speech and language, and sentence structure. | Training for clicker and purchase to use on 6 devices. | All staff | Summer 2023 | Children use Clicker to improve their writing. | <u>Summer 2024</u> |

Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **June 2024**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.