

# Accessibility Policy

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## *Burhill Primary School*

This accessibility policy has been drawn up in consultation with the LA, school governors and staff of the school and covers the period from September 2015 – September 2016.

At Burhill School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### *Schools' duties around accessibility for disabled pupils.*

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

1. Not to treat disabled pupils less favourably for reasons related to their disability
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Burhill to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils, (and what it has already done to meet these requirements).

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Burhill Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### *The Involvement of Disabled Children and Young People, Staff and Parents*

In preparing this Accessibility Plan, all stakeholders were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”.

The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Burhill Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- SEND Policy
- Equal Opportunities

This plan considers the following three areas as identified in the introduction:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
2. Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
4. Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled.  
This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.
5. Increasing the extent to which disabled pupils can participate in the school curriculum. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

Burhill school provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

#### *Improving access to the physical environment of the school*

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Burhill Primary School.

#### *Improving the delivery of information to disabled persons*

Staff are aware of the services available through the LA for converting written information into alternative formats.

#### *Planning for the future*

We have, over time, increased the accessibility of provision for all pupils, staff and visitors to the school. The following key points have been the basis for any modifications/changes:

- Increased access to the curriculum, school activities including extended school activities and educational visits
- Improved compliance with the requirements of the Disability Discrimination Act (DDA).
- Improved the delivery of written information to pupils, staff, parents and visitors with disabilities and English as an Additional Language (EAL).

These improvements have been made by incorporating them into the new build work at the school, and have included the addition of disabled toilets for the children and wide access doors for the children's centre.

In addition specific improvements have been made to meet teacher, pupil and visitor requirements which can also be tailored to meet the individual's needs.

It is acknowledged that there will be need for ongoing awareness training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Policy should be read in conjunction with the following policies, strategies and documents:

Equal Opportunities Policies

Health and Safety

SEND Policy

Behaviour Management

School Development Plan

Policy for Educational Visits

The school will work in partnership with the LA in developing and implementing this policy and will adopt in principle the LA Accessibility Strategy.

The Policy will be monitored through the Resources Committee of the Governing Body.

Date: September 2015

## Appendix 1

### Action Plan

Priority	Strategy	Resources/staff
Availability of written material in alternative formats	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Cost of translation/conversion Office staff
Training for teachers on differentiating the curriculum and effective communication with parents	Staff training and meetings with parents of SEN pupils arranged	Staff meeting time SENCo
Training for staff on increasing access to the curriculum for disabled pupils	Staff training on signing / Braille etc. On-going training on Aspergers Syndrome/ASD/PDA etc	Staff meeting time/INSET SENCo
Appropriate use of specialised equipment to benefit individual pupils and staff	Asst resources e.g. Laptops/tablets Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Braille machine. Staff trained as needed	SEND budget SENCo and classteachers
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with adviser and parents and pupils.	Ongoing. Complete in new wing. Build into budget for refurb of old wing HT and BM
Provision of wheelchair accessible toilets with changing facilities	Complete in new wing. Accessible toilets in place in old wing, but to be included as upgrade in the refurb works due.	Ongoing. Complete in new wing. Build into budget for refurb of old wing HT and BM
Fit grab rails where necessary to aid movement around school	To be maintained in existing toilets and other provision. To be added where and when needed based on pupil need.	SEND budget Premises budget Site manager
Improvements to help the	Braille signs on doors /	Ongoing. Complete in new

visually impaired	equipment as needed. Contrast colours in new wing complete. To be included as part of the refurb in the old wing	wing. Build into budget for refurb of old wing HT and BM
Access into school and reception to be fully compliant	Designated disabled parking Automatic doors fitted to main entrance -regularly maintained. Lifts fitted and regularly maintained Clear route through school for disabled people, allowing access to all areas.	Complete- as part of new build
Improve independent access within school	Ramps and lifts to ensure access to all parts of the building. Automatic doors to courtyard Wide access to toilets etc.	Complete- as part of new build
Improve signage to indicate access routes around school	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area	Site manager
Improve the quality of provision for children with specific special needs.	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.(Sensory Room)	Project complete
Improvements to help people with hearing impairment	Hearing loop to be fitted in main reception as needed. Curtains to be fitted across EYFS doorways to help eliminate distraction sound.	Premises budget HT