



Burbage C of E Infant School Accessibility Policy

Policy Date: March 2021
Review Date: Spring 2024

Adopted by Burbage C of E Infant School on	27.5.21
Next Review Due	Spring 2024
Chair of Governors	Date:
Executive Headteacher	Date:

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1. Mission Statement

Loving; Living; Learning

Loving

We all belong to the Burbage Church of England Infants' extended family (school, church, community). We all care for everyone within it. We believe everyone can be a good friend.

'Love the Lord your God with all your heart and with all your soul and with all your mind.' Matthew 22:37

Living

We work hard to learn to live together and to be the best we can. We celebrate everybody's strengths, and embrace each other's differences, respecting all, and living honest lives together.

'Love your neighbour as you love yourself' Luke 10:27

Learning

Learning is amazing, and we all strive to discover the next exciting adventure. We all believe that we can, and if we can't now, we will soon.

'Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock.' Matthew 7:2

2. Values

2.1 Governors, staff, parents and pupils were involved in agreeing a set of values which define the school's ethos. These are:

- Respect
- Friendship
- Truth
- Compassion
- Perseverance

At Burbage C of E Infant School we are guided by our values in all we do.

3. Introduction

3.1 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 C of E Infant 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.

3.3 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.

4. Accessibility

4.1 There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- a) Increase access to the curriculum;
- b) Make improvements to the physical environment of the school to increase access;
- c) Make written information accessible to pupils in a range of different ways.

4.2 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.

5. Aims

5.1 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.

5.2 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.

6. Accessibility Audit and Actions

Policy	Evidence	Action
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"> • INSET records – school and individuals • During the school closure all staff accessed a wide range of online training modules on a range of different areas of inclusion • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist, Ed Psych, and other agencies. • Support from specialist nurses in areas such as epilepsy and diabetes. • Written reports from external agencies 	<ul style="list-style-type: none"> • Continue to train staff to meet needs of individual children. • For all staff to review autism tier 1 training.
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • EP assessments • LSA support for individuals • Pastoral support provision – ELSA • Support from Oakfield Behaviour Outreach Team • Working with a range of agencies • Individual records 	<ul style="list-style-type: none"> • Continue to train staff to meet needs of individuals and assess impact of pastoral support • Complete Team Teach refresher courses. (Not available during Covid.)
Classrooms and other are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space • Use of visuals in all classrooms. 	<ul style="list-style-type: none"> • Develop Covid-safe withdrawal space for interventions.
Work is differentiated and staff have high expectations of all	<p>Lesson observations</p> <ul style="list-style-type: none"> • Learning Walks • Reviews • IEPs • Governors' monitoring 	Continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations • Learning walks • Book scrutiny 	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra –curricular clubs, visits and performances • PPG funding used for sport and music provision 	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"> • Staff aware of needs – • Staff meeting time for provision mapping/support plans/ class team meetings • Inclusion leader tracking of progress 	<p>SENDCo work with class teachers</p> <p>Relevant assessment and general publications referred to</p>

Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Surveys • Survey follow-up 	Continuous
The layout of areas around school allows access to all. Wheelchairs could get about when required	<ul style="list-style-type: none"> • Ramps are fitted • Access is available throughout 	<ul style="list-style-type: none"> • Site surveys by specialist teams to support disabled children as appropriate.
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Wedges, speaker boards, coloured overlays, triangular grips, IT, spelling and maths packs, etc to support individuals 	<ul style="list-style-type: none"> • Inclusion team to provide support packs/equipment for teachers to use in class
Disabled toilet facilities adequate	<ul style="list-style-type: none"> • Disabled access 	<ul style="list-style-type: none"> • 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"> • Open door policy – regular contact with parents • Office support completing forms/with Parent Mail • Feedback on parent survey • Curriculum evenings/ newsletters /website 	<ul style="list-style-type: none"> • Provide additional support for children without home support, eg. with homework/ spare kit/ devices
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> • Through curriculum opportunities • Visitors to school • Assembly themes • Everyone's Welcome 	<ul style="list-style-type: none"> • Teachers to ensure a focus on this