

THE FEDERATION OF BURLEY AND SOPLEY PRIMARY SCHOOLS



Accessibility Policy

Date of issue	December 2023	Date to be revised	Dec '26
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Names of relevant post holders

Post	Holder	Post	Holder
Headteacher	Nanette Allies		
Inclusion Lead	Claire Bleakley		

Revision Log (last 5 changes)

Date	Version No	Brief details of change
01.12.2022	1.0	Formatting and grammar changes
26.01.2022	1.1	Minor amendments made following governor review.

Aim

The purpose of this policy is to ensure that the schools comply with their duties under the Equalities Act 2010, formerly the Disability Act 2001, to have in place a written Accessibility Plan.

We are required to prepare an Accessibility Strategy and Accessibility Plan for increasing the accessibility of the schools over time for disabled pupils by:

- Increasing the extent to which disabled pupils, stakeholders and the community can participate in the curriculum
- Improving the physical environment of the schools to enable disabled pupils, stakeholders and members of the community can take better advantage of the education, benefits, facilities and services provided;
- Improving the materials available to disabled pupils, stakeholders, and members of the community and ensuring it is readily accessible to those who are not disabled, e.g. written material

The Federation of Burley and Sopley Primary schools aims to provide high quality, challenging and stimulating teaching, which is matched to the differing needs of our children.

The schools aim to be inclusive by continually reviewing what we do to ensure that children fulfil their potential regardless of Special Educational Needs (SEN) or disability (collectively, SEND):

- Curriculum planning and lesson planning take account of the needs of particular groups of pupils, including those with SEND
- Staff and governors review the SEND Policy annually
- The governing body receives a report termly from the Inclusion Lead
- Equalities, including access by disabled pupils, are a standard agenda item for all full governing body meetings
- The governing body considers data on achievement and attainment relating to pupils with SEND.

Improving Access to the Physical Environment of the School

The schools are located on two sites. Burley Primary School is on one level and Sopley Primary School has two rooms in addition to an upper level.

Both schools have appropriate wheelchair access into and around the school buildings, and are otherwise compliant with the School's obligations in relation to access.

The governing body understands that compliance must be kept under review and modifications may be necessary to accommodate the particular needs of individual pupils or prospective pupils.

Improving access to written information

The schools embrace the requirements of the legislation in terms of improving access to written information.

The schools have the ability to produce key documents for pupils and/or parents in appropriate fonts and print styles.

The website allows for "high contrast" viewing and the School has access to printing Braille via the local authority.

This plan should be read in conjunction with the following policies which underline the School's commitment to equal access and opportunity :

- Equalities Policy
- Equalities Employment Policy
- SEND Policy
- Health & Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- Whistleblowing Policy

The governing body believes that the schools are adopting an appropriate strategy for meeting the obligations under the Equalities Act.

Accessibility Plan Objectives

The governing body acknowledges that it is a requirement that the School's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The attached plan sets out the accessibility objectives which the schools have identified.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the non-disabled pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and

the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- To ensure classrooms are optimally organised for disabled pupils/adults
- Ensure that lesson plans are devised in a way that all learners can access the curriculum and achieve their learning objectives
- Pupils with disabilities have access to school trips irrespective of attainment or impairment

Accessibility Plan

Duty	Actions	Outcomes	Responsibility	When
Access to the curriculum - IT	<p>Ensure appropriate IT is in place for children with disabilities</p> <p>Maximise participation for all</p> <p>Ensure all activities are accessible for all children taking into consideration individual needs</p>	<p>All pupil are able to fully access the curriculum</p> <p>IT is used effectively to enhance SEND and disabled children and their learning outcomes</p>	Governors, headteacher and SENDCo	Ongoing
After-school clubs	Continuously review after school club provision to ensure it is accessible by all	All children are able to access a wider range of opportunities	Headteacher and SENDCo	Ongoing
School Trips	Review and risk assess all off site activities to ensure they are accessible by all	All children are able to access a wider range of opportunities	All staff	Ongoing
Staff Training	<p>Ongoing programme of staff training in equality awareness</p> <p>To provide appropriate CPD to enable teaching staff and learning support staff to effectively support children's progress</p>	<p>Raising awareness for all</p> <p>Children needs are met through effective deployment of skilled staff</p>	Governors, headteacher & SENDCo	Ongoing
Ensure that children	Curriculum to be	Children have	All staff	Ongoing

encounter a varied range of positive images of disabled people	monitored Displays to be monitored Library books to be monitored	positive views about disabled people		
Federation Policies	Consider accessibility when reviewing all policies	Access to all aspects of school life for children	Governors, headteacher & SENDCo	According to policy review schedule
Classrooms	Plan classrooms in accordance to need Organise resources in accordance to need Provide quiet areas	Access to all aspects of school life for children	Governors, headteacher & SENDCo	
Newsletters and documents	Large print Coloured paper	Provide information to parents and children with disabilities in the format that best enables them to access it	All staff	Ongoing
Pupil Voice	Identify actions	Enable governors and school staff to be aware of the opinions of children	Governors and headteacher	Annually
Parent Questionnaires	Identify actions	Enables governors and school staff to be aware of the opinions of parents	Governors and headteacher	Annually