

Burghfield St Mary's Primary Disability and Accessibility Scheme

**Prepared October 2012
Revised July 2016
Reviewed December 2019
Reviewed 29th November 2021
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Mission Statement

Our aim at Burghfield St Mary's is to provide children with a sound foundation of knowledge and understanding through a happy, secure and stimulating environment in which all are valued and encouraged to care for others and look for excellence in all they do. We aim to celebrate achievement, encourage kindness, consideration and respect and to foster self - esteem to provide a sound foundation for future life.

Inclusion Statement

Burghfield St Mary's is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the School community, and as a result, make a successful transition to secondary education and so into adulthood.

All Pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Burghfield St Mary's.

We promote the inclusion of all children and recognise the particular needs of those with SEN (Special Educational Needs), e.g. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, those with speech and language difficulties, and those with BESD (Behavioural, Emotional and Social Difficulties).

Staff also recognise and understand the needs of children who demonstrate characteristics within the Autistic Spectrum, and those with emotional and behavioural difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children and children for whom English is not their first language.

Definition of Disability

A person is disabled if 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.

Disability includes those with long term medical conditions or progressive conditions, those with a mental health condition, learning difficulty and/or disability, and those with cancer, MS and HIV/Aids. The term 'long term' refers to a disability which lasts longer than 12 months. Under the Equality Act 2010, an individual with a disability does not have to demonstrate that their impairment affects a particular capacity to carry out certain tasks.

Rationale

The School has specific duties in relation to dealing with disability discrimination and promoting equality of opportunity for disabled pupils. These duties are outlined in the Equality Act 2010. These duties extend to all 'Protected Characteristics' i.e. sex, race, disability, religion or belief and sexual orientation.

The three main elements of the Public Sector Equality Duty in the above act are:

1. Elimination of Discrimination,
2. Advancement of equality of opportunity between those who share a protected characteristic and those who do not,
3. The fostering of good relations across all characteristics.

Accessibility Planning will consider:

1. Increasing the extent to which disabled pupils can participate in the curriculum,

2. Improving the physical environment of the school ensuring any disabled parking provided is available at all times when the school is open,
3. Improving the availability of accessible information to disabled pupils.

Staff and Governors have a responsibility to ensure that:

- The School produces an Accessibility Audit triennially, which is reviewed on an annual basis. Also that an Accessibility Plan is produced triennially and monitored annually. These documents will be available to parents.
- All disabled pupils are able to participate in the school curriculum, as far as is possible.
- The school environment is such that disabled pupils can take advantage of the education offered and of associated services, as far as is possible.
- Information regarding disabilities in relation to both pupils and staff is obtained. Such information obtained will be used to improve the provision of services at Burghfield St Mary's.
- A differentiated curriculum is offered to enable all pupils to feel secure and make progress.
- Teaching Assistants/Learning Support Assistants receive necessary training to enable them to effectively support disabled pupils.
- Strong links are maintained with relevant support agencies.
- When appropriate, pupil achievement is monitored by disability to identify any trends or patterns that may require additional action.
- Disabled pupils will be encouraged to participate fully in school life, including representation at school events, assemblies and pupil voice.
- Any bullying or harassment of disabled pupils and/or staff is monitored and necessary steps taken to eradicate such incidents.
- Steps are taken to ensure that disability is portrayed positively in school.
- When opportunities arise, the school partakes in events to raise awareness of disability.
- If information is required by parents, visitors, pupils and staff in formats which are more accessible to them, this will be made available upon request.
- Regular home-school liaison takes place with parents of disabled pupils. Parents of children with disabilities will be provided with such information or resources as required to assist them in helping their child with their learning at home.
- Procedures for the election of Parent and Staff Governors are open to candidates and voters who are disabled.

In particular, Staff and Governors will:

- Eliminate unlawful discrimination.
- Eliminate harassment of disabled people that is related to their disability.
- Promote equality of opportunity between disabled people who share protected characteristics, and also those who do not.
- Promote positive attitudes and relationships across all characteristics, between those who share a protected characteristic and those who do not.
- Encourage participation in public life by disabled people.
- Take steps to meet disabled people's needs.

Monitoring

To meet the Equality Act, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities in relation to the Public Sector Equality Duty.

The following will be monitored:

- Achievement of pupils by disability.
- Where applicable, disabled staff will be consulted to include numbers, type of disability and satisfaction rates in staff surveys etc.
- Any reports of discrimination will be thoroughly investigated and appropriate action taken to eliminate future issues.
- Opportunities for pupils with a disability to access all areas of the curriculum including extra-curricular activities.
- Activities undertaken that promote good relationships between those who are disabled and those who are not.

Consultation

Although it is not a requirement, the School proposes to continue to consult with disabled pupils, staff and those using the school environment, to ensure that the needs of such people are considered and taken into account.

Consultation may take the form of:

- Survey/Questionnaires.
- Focus group.
- Drop in sessions.
- Networking.

Implementation

The Sites and Buildings Sub-Committee will be responsible for the review and implementation of the Policy and will devise annual Action Plans as necessary.

They also recommend that the following actions, arising from the 2015 Survey, be adopted for the next 12 months:

Action	To be completed by
1 Check all lavatory floors are non-slip	Summer 2016
2 Check water fountains accessible to wheel chair users.	Summer 2016
3 Check fire escape routes are up to date.	Summer 2016
4 Highlight all external door access buttons.	Autumn 2016.
5 Review all signage.	Easter 2017
6 Check all doors and handles are appropriately coloured.	Summer 2017

7 Move existing disabled parking space to allow easier access and more efficient use of space available.	Winter 2017

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Accessibility Plan – Public Sector Equality Duty

Aspect of Duty	Action	Responsibility	Monitoring	Timescale	Outcome	Evaluation
1. Elimination of Discrimination	a. Ensure school policies include references to elimination of discrimination.	Governors and Headteacher.	Annual review of school policies.	January 2013	All relevant school policies make reference to this aspect.	
	b. Raising of awareness of this aspect amongst Governors, staff and pupils.	Governors, Headteacher and Assistant Head/SENCO	Inclusion on Governors' Agendas. Inclusion on Staff meeting Agendas. Raising with Pupils via Themed Weeks, PSHE, Philosophy, Circle Time.	Ongoing	All concerned are aware and this has an impact on issues raised.	
	c. Responses to reported incidents of discrimination.	Governors and Headteacher.	Incidents reported at Governor meetings.	Ongoing	Satisfactory outcome to any reported incidents and action taken to avoid such incidents in the future.	
	d. Evidence gathered to show inclusion of all in all aspects of school life	Headteacher and all members of staff.	Photographs, samples of work, etc.	Ongoing	Evidence shows that school is aware of the requirements of the Act and is complying with the duties	
2. Advance equality of opportunity between all pupils.	a. Action taken to reduce gaps in attainment of pupils with protected characteristics.	Headteacher, Assistant Head/SENCO, Staff.	Attainment and progress of pupils monitored.	Ongoing	Any gaps are identified and appropriate action taken to reduce.	
	b. Additional support offered to appropriate pupils through TAs, small targeted group work.	Headteacher, Assistant Head/SENCO, Staff.	Attainment and progress of pupils monitored.	Ongoing	Results show intervention has had positive impact.	

	c. Teachers planning shows differentiation and particular note taken of different learning styles of pupils,	Teaching Staff	Lesson observations. Planning available for inspection.	Ongoing.	Planning shows that teachers are aware of the requirements/needs of pupils with disabilities.	
3. Foster good relationships across all characteristics.	a. Opportunities taken within the school curriculum to promote tolerance and friendship, and develop understanding of different characteristics.	Governors, Headteacher and Staff.	Planning, Lesson observations. Planning of themed weeks. PSHE, Philosophy, Circle time. Displays. Parental advice.	Ongoing.	Evidence gathered shows opportunities taken to promote relationships/ understanding	
	b. Classroom organisation promotes this aspect.	Staff	Observation.	Ongoing.	As above.	
	c. Involvement with local community/possible partnership with other school to promote this aspect.	Headteacher, Assistant Head	Evidence of participation available. Community Cohesion.	Ongoing.	As above.	
	d. Extra-curricular activities open to all.	Headteacher, Staff.	Monitoring of 'club' attendance. Signpost activities	Ongoing.	As above.	
4. Make reasonable adjustments for those with a disability.	a. Consider what equipment or aids may be required for pupils with a disability, the effectiveness of such adjustments, the costs of such adjustments, and what may reasonably be financed, and what may be available through other services.	Governors, Headteacher, Assistant Head/ SENCO, Staff	Monitoring through Accessibility Audit and Accessibility Plan, SA+ Reviews, Meeting with other agencies, parents.	Ongoing.	School makes reasonable, affordable adjustments which are effective, and necessary for those with a disability.	

	b. In considering (a) above, take into account Health and Safety requirements.	Governors, Headteacher, Assistant Head/ SENCO, Staff	As above.	Ongoing	As above.	
	c. Consider the effects of any adjustments on other pupils	Governors, Headteacher, Assistant Head/ SENCO, Staff	As above.	Ongoing.	Adjustments do not have a negative impact on other pupils.	

Accessibility Plan – Curriculum

Aspect of Duty	Action	Responsibility	Monitoring	Timescale	Outcome	Evaluation
1. Increase the extent to which disabled pupils can participate in the curriculum.	a. Teaching and learning across the curriculum reflects equal opportunities for all.	Teaching Staff	Planning and teaching includes opportunities to ensure diversity of needs met.	Ongoing	All pupils are respectful and have an understanding of disabilities.	
When considering this aspect, the needs of children with specific learning disabilities, ASD/	b. Ensure that the curriculum is differentiated to take account of individual learning styles.	Teaching Staff	Planning is differentiated to consider learning needs of all.	Ongoing.	All pupils make progress within a curriculum which is matched to their needs.	
ADHD, Emotional, Behavioural difficulties and Speech and Language difficulties will also be taken into account. (Also	c. Staff training to improve accessibility for all to the curriculum. Including through external agencies. Consider Health Care Plans.	Governors, Headteacher	Provision for pupils with disabilities developed.	Ongoing.	Staff increasingly aware of and are able to meet the needs of pupils with disabilities.	

the needs of children for whom English is not their first language.)	d. Continue to develop range of resources for pupils with disabilities.	Headteacher, Assist/SENCO, Subject Leaders	Resources support learning for all.	Ongoing.	Pupils with disabilities have increased access to curriculum materials.	
	e. Plan extra-curricular and out of school activities to ensure participation of all children.	Governors, Headteacher, Assist/SENCO, Staff	Monitoring of out of school provision shows compliance with this action point.	Ongoing.	Activities conducted in an inclusive environment.	
	f. Consider needs of pupils with sensory impairments, through seating arrangements, allocation of aids, preparation of resources.	Governors, Headteacher, Assist/SENCO, Staff	Monitoring of needs shows provision being met as far as possible or as far as is reasonable.	Ongoing.	The needs of pupils with sensory impairments are met as far as is possible or reasonable.	
	g. Ensure all sporting challenges, including Boston United activities, are accessible to all as far as is possible,	Governors Headteacher Assist/ SENCO Staff	Monitoring of needs shows this is being met as far as is reasonable.	Ongoing.	All sporting activities are conducted in an inclusive environment.	
2. Improving the physical access to the school environment.	a. Improve the physical access to the school, i.e. school gates, school main entrance.	Governors	School's Accessibility Audit refers.	June 2013	Building project.	
	b. Improve ease of movement for pupils with physical disabilities.	H & S Governor, Headteacher, Staff	Evaluation of corridors, classrooms, access to play areas.	Ongoing.	Pupils with physical disabilities are able to move freely around the school environment.	
	c. Consider the ease of access to outdoor areas, and school field.	H & S Governor, Headteacher, Staff	Evaluation of access.	Ongoing.	Pupils with physical disabilities are able to access outdoor areas and school field.	
3. Improving the availability of accessible information to disabled pupils.	a. Ensure information issued to parents/carers is in an appropriate format.	Headteacher, Assist/SENCO	Audit of parent/carers needs. Use of LA advice to make information accessible.	When required.	School responds to requests for information in alternative formats.	

			Use of ICT.			
	b. Ensure information issued to pupils is in an appropriate format.	Headteacher, Assist/SENCO, Staff	Information presented in large print, language simplified, adult support used, Home School Agreement modified to meet needs.	As required.	Pupils with disabilities have appropriate access to information.	
	c. Ensure that information used in teaching is presented in an appropriate format.	All Staff	<ul style="list-style-type: none"> - Worksheets modified/enlarged. - Homework sheets modified/enlarged. - Whiteboard/computer backgrounds adjusted. - Visual timetables/picture or symbol systems used. - Use of ICT. 	Ongoing.	Pupils with disabilities are able to access all information presented	