



Accessibility Plan

Written By	Senior staff	
Frequency of Review	3 years	
Date reviewed and approved by Governing Body	June 2017	
Date of next review	June 2020	
Display on Website	✓	
Purpose	This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA	
Consultation	Governors	✓
	Parents	✓
	Pupils	✓
	Staff	✓
Links with other policies	Attendance SEN	

Burlington Junior School Accessibility Plan and Disability Equality Scheme

3-year period covered by the plan : June 2017–June 2020

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils by:

- ❑ ensuring the rights of pupils with disabilities are upheld;
- ❑ developing a culture of awareness, acceptance and inclusion;
- ❑ creating a positive attitude to disability and challenging negative perceptions;
- ❑ 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 a set of action plans showing how the school will address the priorities identified in the plan.

1A: The purpose and direction of the school's plan: vision and values

Burlington Junior School is committed to ensuring that all its employees, pupils and others involved in the school community, are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

DISABILITY DEFINITION¹

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

Select the link (Ctrl + Click) for special rules about [recurring or fluctuating conditions](#), eg arthritis.

Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

This list is not exhaustive but a disabled person will include:

- a visually or hearing impaired person
- a person with a physical disability
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, MS, HIV, a mental health condition, cancer and any other ongoing condition such as colitis.
- a person with an autistic spectrum disorder
- a person with Downs syndrome
- a person with dyspraxia and/or ADHD
- a person with dyslexia

What isn't counted as a disability

Select this link (Ctrl + Click) for [guidance on conditions that aren't covered by the disability definition](#), eg addiction to non-prescribed drugs or alcohol.

The school uses the social model of disability as the basis of its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We understand that the definition of disability

¹ As defined in <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The school is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school's Behaviour and PHSE Policies (within the Teaching and Learning Policy) promote equality and respect for all regardless of gender, race, colour, creed or impairment.

1B: Information from pupil data and school audit

Burlington Junior School is a four form entry school with 480 children on roll. The school caters for a range of needs including Autistic Spectrum Disorder, Dyspraxia and Language difficulties. At present (June 2017) there are 64 children on the school's SEN register. The school caters for children with the following disabilities: diabetes, HI, VI, diagnosed ASD, dyslexia, ASD and ADHD. Two staff members have identified themselves as being diabetic.

Nationally the percentage of disabled members of a school community is about 7%; our percentage is currently 4.0%. We will continue to audit the profile of our school population to ensure that we fully identify and include those with disabilities.

We are mindful of the adults in our school community such as wheelchair users and we are committed to improving access for others who may have similar needs in the future. The school has a wide lift, accessible for wheel chair users, so stakeholders can reach the first floor ICT suite, library and classrooms.

1C: Views of those involved during the review of the plan

SEN Governor

Member of staff who is diabetic

Parents with a child who has ASD

Parent of a child who has a hearing impairment

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils deemed in need of them. Through assemblies, PHSE and SEAL, differences are discussed and promoted.
- Staff working with pupils with disabilities receive appropriate training where possible: TAs are involved in Speech and Language training every Autumn or within the term of their arrival, HI or VI teacher from the LA to support staff with the learning and teaching of individuals, epilepsy and diabetic training (particularly administering medication).
- Training will follow a medical diagnosis enabling staff and parents to feel secure in meeting the needs of the child.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. a named adult (or relative) will provide 1 to 1 support as necessary, especially on school trips.
- Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.
- Provision of laptops for individual pupils if needed.
- Wider use of prepared visual aids and prompts.
- Disability equality issues are incorporated into the planning and learning in Citizenship, PHSE and the RE curriculum when appropriate.
- Images of artists/sports personalities or those with sporting talents who have disabilities so disability is seen as no barrier to achievement are promoted i.e. Rio, Olympics 2016, World Athletics and Para Athletics, London 2017
- Continue to provide and develop a range of learning resources that are accessible for pupils with different disabilities. Subject co-ordinators and the Inclusion Manager regularly review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When schemes of work and policies are reviewed, accessibility is also checked.
- Consult external partners and local cluster schools as necessary to gain specialist advice on how to adapt resources.
- Consider OT assessment of classrooms as necessary to ensure needs of pupils with sensory difficulties and dyspraxia are met (e.g. desk height, posture when using a chair, lights) when appropriate.
- Staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social interaction.

- The school seeks external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extra curricular activities and school trips.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Time-tabled sessions in quiet areas are available to these children during the school day to provide them with a retreat from the main classroom whilst still providing them with full access to the curriculum.
- Provision of a quiet area within the classroom or shared area for pupils with disabilities and for other children with a need if required.
- Corridors and classrooms are accessible for frames and wheelchairs.
- Door furniture is easy to use i.e. height of door handle as far as possible.
- Door widths are adequate to accommodate a wheel chair.
- We have toilets suitable for wheel chair users
- We have a lift to take adults and children with a disability to reach the upper floor.
- Playground and corridor routes are kept clear.
- The school will purchase playground equipment suitable for use by physically challenged, HI or VI children as necessary.
- There should be an area that is clean and private for injections (MEDICAL ROOM).
- Visitors and people with mobility needs are able to access the disabled parking bays at the front or rear of school if required.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- There is the facility to enlarge school documents as necessary.
- School to remain updated regarding the services available for visually and hearing impaired children and children with Downs syndrome and other disabilities
- The school has equipment to enable individual amplification for HI children.
- The school can:
 - : Recording information for pupils with learning difficulties or hearing impairments
 - : Enlarging print for visually impaired
 - : Simplifying language
 - : Contact parents in a variety of ways
 - : Using picture symbol language for children with communication difficulties. e.g. PECS

3: Making it happen

Impact Assessment (OCT 2017)

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- The increased awareness of staff and governors on issues relating to disability.
Are staff using resources which promote disability and undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils? Yes
- Have all school policies revised in the last three years been checked for their impact on disabled pupils? Yes
- In addition, the school will evaluate the effectiveness of this policy by the careful monitoring of this action plan once a term in SLT
- To discuss at a Full Governing Body meeting in the Autumn term 2017

3A: Management, coordination and implementation

Lead Responsibilities

Head teacher: Mrs Pip Utting

Inclusion Co-ordinator: Mrs Brigid Sims

Deputy Head teacher: Mr. Matt Blow

3B Access to the plan

The governors will report on the school's Accessibility and Disability Equality Scheme within the school prospectus. This will be linked to other reporting requirements in respect of disabled pupils including admission arrangements the annual review of the SEND policy.

Reviewed June 2017

Next review Summer 2020