

# Burlington Junior School Accessibility Plan and Disability Equality Scheme

3-year period covered by the plan: July 2019 – July 2021

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has three key duties towards pupils with a disability, under Part 4 of the DDA:

- not to treat pupils with a disability less favourably for a reason related to their disability;
  - to make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage;
  - to plan to increase access to education for pupils with a disability.
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- This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with a disability 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 pupils with a disability can participate in the school curriculum;
  - improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services;
  - improving the delivery to pupils with a disability 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 DEFINITION

A person with a disability includes:

- 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

This list is not exhaustive but are main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006)

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 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 pupils with a disability. 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 PSHE 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 478 children on roll. The school caters for a range of needs including Autistic Spectrum Disorder, Dyspraxia and Language difficulties. At present (June 2019) there are 73 children (15.3%) on the school's SEN register (13 EHCP's, 60 at school support). The school caters for children with the following disabilities: diabetes, HI, (Hearing Impairment) VI (Visual Impairment), ASD (autistic spectrum disorder), dyslexia, ASD and ADHD (Attention Deficit Hyperactivity Disorder). One staff member has identified themselves as being diabetic. We have a range of medical needs 48 pupils with known conditions, ranging from asthma, epilepsy to diabetes.

Nationally the percentage of members with a disability of a school community is about 7%; our percentage is currently 5.0%. 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**

SEND 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 pupils with a disability 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 and PSHE, differences and similarities 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. The school will aim to develop the child's independence by not taking a family member on a trip if the support provided is deemed suitable and covered in the risk assessment.
- 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

- Diversity week ( 2019) to raise awareness of different needs with workshop sessions for whole school, signing assembly and workshops, visit from a partially sighted adult with her guide dog, autism awareness workshops and fact finding on finding positive role models for disabilities. To raise a positive profile across the school of disabilities.
- Workshops to support parents on conditions such as on autism and anxiety.
- 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. Eg environmental audits from specialist habilitation officers e.g. 24.6.19 for new VI child starting in September 2019
- Consider OT assessment of classrooms as necessary to ensure needs of pupils with sensory difficulties and dyspraxia are met (e.g. desk height, slope board, move-sit cushions to improve 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. Training for staff forms part of our school development plan each year. Training is adapted to the needs of the children.
- 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 extracurricular activities and school trips.

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

- Timetabled 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. One in Y6 and one in the reception area.
- 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 is 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.
- Sensory tent for calming with a range of sensory aids
- Teaching of **zones of regulation** to help all children become aware of strategies to self-regulate

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## **2C: Improving the delivery to pupils -with a disability 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 Down's syndrome and other disabilities
- The school will be using electronic magnifiers and technology to support visual impairment
- The school has equipment to enable individual amplification for HI children.
- The school can:

: Record information for pupils with learning difficulties or hearing impairments

: Enlarge print for visually impaired

: Simplify language

: Contact parents in a variety of ways

: Use picture symbol language for children with communication difficulties.

## **3: Making it happen**

**Impact Assessment (July 2019):** 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 2019

### **3A: Management, coordination and implementation**

#### Lead Responsibilities

Head teacher: Mrs Pip Utting

Deputy Head teacher: Mr. Matt Blow

Assistant Head teacher & Inclusion Lead: Mrs Caroline Case

### **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.

#### **People who have contributed to this plan**

<b>Name</b>	<b>Role</b>
Mrs Pip Utting	Head teacher
Mr Matt Blow	Deputy Head teacher
Mrs Ann Bastow	SEND Governor
Mrs Caroline Case	Assistant Head teacher & Inclusion Lead
Ms Chelsea Edwards	Teacher - Experienced Sign Language interpreter

Mrs Howarth	Parents and Representatives of pupils who experience SEND
Mrs Natenadze	Parent of a child who has a hearing impairment

## 1. Environment

### Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground, sports areas, and shared areas such as canteens or libraries and toilets

	Priority	Action	Responsible person	Timescale	Outcome/impact
1.1	Pupils are able to calm, reduce anxiety by using break out rooms and sensory spaces.	Investment in the Island room. Lights/ extra cushions/ sensory equipment/ sensory tent. Making the Island room an area for pupils to access with an exit card.  Staff are able to use a variety of strategies to help pupils to calm down and use the room and sensory equipment. Use of regular sensory breaks for some pupils to reduce anxiety levels.	Mrs Case/ SLT	By September 2019	Pupils are able to access break out space to reduce challenging behaviour in the classroom and other areas.  Children are equipped with range of strategies to self-regulate. Pupil voice is positive about the calming & sensory equipment.

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1.2	Supervision at break time and lunch times	<p>Ensuring staff that are supporting pupils 1:1 in play supervision have a range of skills to help manage unstructured times.</p> <p>Clear communication so that all staff are aware of the needs of individual children, who may not require 1:1 at lunch/ break but need close monitoring.</p> <p>Staff training on distraction and de-escalation techniques.</p> <p>Staff training on zones of regulation so that there is an understanding and common language of emotional zones to help support all pupils with their emotions.</p> <p>Staff training on restorative justice strategies so that all sides are heard and situations are repaired.</p> <p>Regular review of playground set up and introduction of class teachers on break duty to increase understanding of pupil needs</p>	Mr Blow/ Mrs Case.	Staff in place. Ongoing Staff training in Sept 2019, Dec 2019, Feb 2020, May 2020	<p>Children have a more social and enjoyable break and lunch time and pupil voice -reflects any support that has been provided.</p> <p>Children building better friendships and relationships with the adults supervising them.</p> <p>Overtime there is -reduction in anxiety/- behaviour incidents for key pupils.</p>
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## 2. Curriculum

### Increasing access to the curriculum

This covers curriculum content, differentiation, 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 and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible person	Timescale	Outcome/Impact
2.1	Support in the broader curriculum.	<p>To ensure children receiving 1:1 support are assisted in PE and other lessons. Eg- 1:1 or 1:2 skills work rather than large group game.</p> <p>To ensure staff are aware of children's specific- needs in the broader curriculum and they know how to support -them by making reasonable adjustments and adaptations.</p>	C Case and M Blow	Ongoing	<p>Extra adult support is not only directed to the core lessons but also the broader curriculum.</p> <p>Pupils with SEND access sporting events and clubs.</p>
2.2	Sports Day/ Fitness week/ Special events	<p>Staff plan special event weeks to include the needs of all children.</p> <p>Staff plan for visual timetabling with children and predicting where challenges may be faced.</p> <p>Children are able to use their exit passes when taking part in a themed week or day.</p>	C Case	Ongoing	<p>Children are able to access the full curriculum including special activity weeks.</p> <p>Children enjoy and take part in the special weeks.</p> <p>Children are able to experience new activities adapted or differentiated to meet their needs.</p> <p>Pupil voice shows a high level of engagement in a variety of weeks.</p>

2.3	Adjustment to school to cater for a child with VI	<p>1. Transition programme in place for TA and CT to observe &amp; discuss. Child to visit Junior school during summer term meetings regarding Connect 12 equipment for access around the school e.g. class, hall, IT room.</p> <p>2.Regular weekly meetings with Ruth Bowman to ensure technology and support is suited to meet child's learning needs:          -access to laptop and ipad to support learning needs          -access to move sit cushion &amp; slope board          -register with RNIB for access to books          -enlarge texts to N60          -some of child's friends may need to wear colour bibs in first half term to help child find them          - teaching staff and TAs need 1 hour training from VI specialist.</p> <p>3 Specialist habilitation officer to come in to look at school environment and suggest adaptations.</p> <p>4. School assemblies on VI and needs to ensure pupils are also supportive and caring.</p>	<p>Caroline Case TA S Sayyed</p> <p>CT</p> <p>Support from Ruth Bowman Merton VI</p>	<p>1. Summer term 2019 for transition</p> <p>2. Autumn term 2019</p> <p>Setting up and ensuring support is set up for child</p> <p>3. 24.6.19</p>	<p>Child transitions smoothly in to Juniors.</p> <p>Staff are aware of needs and know how to support.</p> <p>School environment is suitable for child.</p> <p>Pupil voice shows that child is happy in school and is able to learn .</p>
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### 3. Information

Ensuring the availability of information to disabled pupils and their families **familiesss**

	Priority	Action	Responsible person	Timescale	Outcome/impact
3.1	Families have easy access to clear information regarding the support available for children with SEN or disability in school and in the local area. All communications are clear and easy to read	SEN information report is clear and answers key question parents may have and it is reviewed annually. Links to the local offer are accessibility on the school website signposting events and support.	C Case	Annually	Parents able to access support in local area.
3.2	Children with SEN or a disability have a voice and a way of communication their wishes, views and aspirations in an empowering and accessible way.	Person centred annual review for pupils with SEN. Use of a range of tools to support pupil views. School took part in a participation project with Grace Over AFC – e.g. use of stickers to express views. This to be used in some SEND support review meetings.	C Case	Summer 2019 and ongoing	Children’s views are expressed.

Review and Evaluation

- 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 pupils with a disability? 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.
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Reviewed : July 2019  
Next review : Summer 2021