

Burlington Junior School Accessibility Plan and Disability Equality Scheme

3-year period covered by the plan: September 2022 – 2025

Statement of intent

Burlington Junior School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day-to-day activities. In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and responsibilities

The governing board will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The head teacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the head teacher and governing board to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Medical Policy.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as part of this document.

Accessibility Plan will be structured to complement and support the school's Equality and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- **To increase the extent to which pupils with disabilities can participate in the curriculum**
- **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
- **To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.**

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in **September 2025**. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken the health and safety leadership team, each year.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with Kingston's admissions arrangements. The same entry criteria will be applied to all pupils and potential pupils. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future pupils in order to facilitate advanced planning. The SENCO will attend Y2 SEND transition meetings to which parents are invited.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

Specialist resources are available for pupils with visual impairments, such as making use of technology (e.g. iPads and visualisers) to enlarge text. The school also has access to RNIB Book Share. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to. The school supports parents with disabilities to access the school grounds and events e.g. providing accessibility to the site.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

Monitoring and review

This policy will be reviewed every three years or when new legislation or guidance concerning equality and disability is published. Any updates will be shared through the Head teacher's report to governors.

Introduction to Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had 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.

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 condition
- 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 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.

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 (to be updated using SIMS/as of 14.11.23)

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 (Autumn 2023) there are 86 children (19.9%) on the school's SEN register (8 EHCP's, 78 at school support). The school caters for children with the following disabilities: diabetes, HI, (Hearing Impairment), VI (Visual Impairment), ASC (autistic spectrum disorder), dyslexia, ASD and ADHD (Attention Deficit Hyperactivity Disorder). Three staff member have identified as being diabetic and some have ADHD and dyslexia. We have a range of medical needs (27 pupils with a 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 6.4%. 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 wheelchair 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

Member of staff who has ADHD

Member of staff who is Dyslexic

Parent of a child who has ASD and ADHD

Parent of a child who has visual impairment

Parent of a child who has a hearing impairment

Parent of child who as diabetes

Parent of a child who has epilepsy

Parents who may have a disability

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 for vocabulary and resources including visual timetables are used to facilitate access for all pupils deemed in need of them.
- Staff working with pupils with disabilities receive appropriate training where possible: TAs are involved in Speech and Language training every year, HI or VI teacher from the LA to support staff with the learning and teaching of individuals, OT and Physios to support staff to deliver programmes; 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 and ongoing dialogue with parents to ensure needs are met.
- 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 chrome books 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.
- Promoting positive images of people with disabilities and promoting well-known personalities/ artists/sports personalities/ or those with sporting talents who have disabilities, so disability is not seen as a barrier to achievement. Promoting them in assemblies, PSHE and in PE lessons and in the wider curriculum.
- Diversity week every year to further 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.
- Parent workshops on different aspects of SEN to support the parental community e.g. SEN local offer, ADHD, autism, anxiety, emotion coaching to support the parents. This is supported by additional SEND [newsletters](#).
- Continue to provide and develop a range of learning resources that are accessible for pupils with different disabilities. Subject leaders, Curriculum leader 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. E.g. environmental audits from specialist habilitation officers for VI and accessing VI support to develop independent travel skills for child with VI

- 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.
- Access to movement breaks and sensory support to enable pupils to self-regulate and co-regulate with adults modelling
- 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.
- Teaching of zones of regulation to help all children become aware of strategies to self-regulate and adults able to assist children to co-regulate using emotion coaching strategies.
- Offering a range of extracurricular activities to support pupil mental health and well-being from sports clubs, mindfulness and access to arts and music
- Offering quiet spaces at lunchtime for games and drawing and for those that need it providing more structured play or
- Providing access to ELSAs for children that need additional mental health and well-being support

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:

- 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 wheelchair.
- We have toilets suitable for wheelchair 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 in class calm boxes to help children self-regulate
- Access to quiet areas at lunchtime e.g. huts outside on the field, and indoor games and drawing in Rosen room.

- Access to quiet areas to eat for pupils with HI or ASD so they can have quiet down time and reduce anxiety
- Ensure the future new build meets the needs of accessibility for all.

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 Downs syndrome and other disabilities
- The school will be using electronic magnifiers and technology to support visual impairment
- The school has access equipment to enable individual amplification for HI children depending on the needs of the child.
- 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. e.g. Widge Online

3: Making it happen

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

- An increased awareness of staff and governors on issues relating to disability.
- Staff use resources which promote disability and undertake risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils.
- When reviewed and updated, the impact on disabled pupils is taken into consideration.
- The school will evaluate the effectiveness of this policy by the careful monitoring of this action plan, when a new adult or child joins our school community that has require further adaptations.
- This plan was agreed at a Full Governing Body meeting in the Autumn term 2022.

3A: Management, coordination and implementation

Lead Responsibilities

Head teacher: Mrs Pip Utting

Deputy Head teacher: Mr. Matt Blow

Assistant Head teacher & Inclusion Lead/SENCO: Mrs Caroline Case

3B Access to the plan

The Accessibility Plan will be linked to other reporting requirements in respect of disabled pupils including admission arrangements and the annual review of the SEND policy.

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.	Create a variety of safe calming places in the school. On landings outside Year 6 and computer suite Zoning shared areas where required. Nurture spaces/wellbeing rooms in Pegasus and Medusa rooms Concentration stations in classes	Mrs Case/ SLT	Safe spaces are available at all times	Pupils are able to access break out space to reduce challenging behaviour in the classroom and other areas. Children are equipped with a range of strategies to self-regulate.

		<p>Calm boxes and corners in classrooms Quiet calming spaces in SLT offices Lights/ extra cushions/ sensory equipment/ sensory tent.</p> <p>Staff are able to use a variety of strategies to help pupils co-regulate and learn to self-regulate. Use of regular sensory breaks for some pupils to reduce anxiety levels Whole school use of zones of regulation to enable all pupils and adults to have a common language to discuss regulation</p> <p>Using Jigsaw PSHE programme to develop mindfulness in the school</p>			<p>Pupil voice is positive about the calming & sensory equipment.</p> <p>Pupils can use the language of zones of regulation to identify which zone they are in and can identify one or two strategies that help them to calm.</p>
1.2	Supervision at break time and lunch times	<p>Ensuring staff who are supporting pupils 1:1 with 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>	Mr Blow/ Mrs Case/ TAs and SMSAs	<p>Staff in place. Ongoing Staff training in TA meetings and staff meetings & SMSAs meeting</p>	<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 : this is monitored</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 able to use emotion coaching language to provide co-regulation for pupils to enable them to regulate, relate, reason and repair</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 class teachers on break duty to increase understanding of pupil needs, providing support to those who need it</p>		<p>Regular parent workshop. Including Challenging Behaviour from MHST, ADHD Embrace, and Anxiety. Ongoing INSET training for emotion coaching. Attachment and trauma updates.</p> <p>Repairing - key part of behaviour policy</p>	<p>termly through CPOMS system and regular meetings with parents and child</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, making use of GetSet4PE resources. E.g. 1 to1 or 1:2 skills work rather than large group game, or adapt the space to a smaller one and use of now & next boards with visuals.</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> <p>Ensure that the curriculum allows opportunities for over learning and key aspects of knowledge and vocabulary are identified in curriculum maps. Pupils are able to access a broad curriculum</p>	All school staff	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 / movement break passes when needed.</p>	Class teachers 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 (governor survey to include this).</p> <p>Children are able to experience new activities adapted or differentiated to meet their needs.</p>
2.3	Adjustment to school, access, grounds and meetings and events to cater for a child or families experiencing VI	<p>1. Transition programme in place for TA and CT to observe & discuss.</p> <p>2.Regular meetings with VI specialist 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 & slope board -register with RNIB for access to books -enlarge texts to N60 - access to quiet spaces at playtime when needed</p> <p>3 Specialist habilitation officer to come in to look at school environment and suggest adaptations</p>	<p>Caroline Case And appropriate TA and CT.</p> <p>Support from VI Team</p>	<p>1. Summer term Y5/6 2022 and then 2023 transition to KS3 <i>Completed</i></p> <p>Transition 2023-24 for year 2-3 child with VI</p> <p>2. Ongoing</p> <p>3. Habilitation team support parents and children.</p> <p>Child accessed independent skills with Merton VI</p>	<p>Child transitions smoothly to year 6 and then to Year 7</p> <p>Staff are aware of needs and know how to support</p> <p>School environment is suitable for child</p> <p>Pupil Annual Review shows that child is happy in school and is able to learn</p>

		<p>Develop a programme of support for independent travel for VI e.g. using cane</p> <p>4. School assemblies on VI and their needs to ensure pupils are also supportive and caring towards their peers</p>		<p>habilitation officer – she has now left and we are looking to secure further support</p> <p>School council raise money for guide dogs</p>	
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3. Information

Ensuring the availability of information to disabled pupils and their families

	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	<p>SEN information report is clear and answers key question parents may have and it is reviewed annually.</p> <p>Links to the local offer are accessible on the school website signposting events and support.</p> <p>SEN coffee morning 2022 promoting local offer – set up of SEN newsletter to further promote SEN information</p>	C Case - senior leaders and school staff.	<p>Annually</p> <p>Termly SEN news letters</p> <p>Termly SEN workshop or coffee morning</p>	Parents able to access support in local area

		SENCO and SENCO assistant directly email families about courses and events that may be relevant.			
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.	<p>Person centred annual review for pupils with SEN – where possible access to part of the meetings.</p> <p>Use of a range of tools to support pupil views.</p> <p>Pupil views sought on pupil plans on provision mapper with class teachers in termly SEN reviews.</p> <p>Use of google forms to collect pupil views in interventions to further inform impact /</p>	C Case	Termly	Children's views are expressed

Reviewed: Autumn 2023 - agreed by governors.
Next review: Autumn 2025