BURFORD PRIMARY & NURSERY SCHOOL

Accessibility Plan 2024– 2027

Legal Background

This plan seeks to address the statutory requirements of the Equality Act 2010, Schedule 10, Paragraph 3 and Disability Discrimination Regulations 2005.

At Burford, we understand the term disability to be-

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'.

Disability Discrimination Act 2005

The equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Governors of Burford Primary and Nursery School recognise the following duties that this places upon them:

- 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 make reasonable adjustments to the school buildings so that there is increased access to education for disabled pupils and to make the school building more accessible to disabled persons.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and will be approved by the Governing Body.

Purpose of this plan

The purpose of this plan is to show how Burford Primary and Nursery School intends to secure appropriate access to the school for disabled pupils.

At Burford Primary and Nursery School we are committed to creating a school where there are high expectations of everyone. Children are provided with high quality learning opportunities in an inspirational and exciting learning environment which enables all children to achieve their individual potential. We recognise learning in all its forms and are committed to nurturing lifelong learners.

Everyone in our school is important and included. Our uniqueness is celebrated so every member of our school community feels that they truly belong and are valued. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Contextual information

Our school buildings and playgrounds are fully compliant with DDA regulations, as assessed using the Access Audit Access. This remains the responsibility of the governing body. Access for wheelchair users is via the side entrance to the school for Key Stage 1 and through the main reception doors for Key Stage Two. All steps are marked with visibility edging for visually impaired with pupils and all doors are in a markedly contrasting colour to their surroundings. Steps at the main office have handrails fitted at either side to support visually impaired pupils.

There is an accessible toilet which can be accessed via the school hall. This is fitted with a handrail and an emergency pull cord.

We support a range of disabilities at Burford Primary and Nursery School which may include Autistic Spectrum Disorder, cerebral palsy and other significant medical needs. When children enter school with specific disabilities, the school contacts the Local Authority professionals for assessments, support and guidance for the school and parents to ensure that we are able to respond to the needs of individuals as promptly as possible.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in classrooms and the main office.

There is a green first aid box in every classroom. All medical information is collated and available to staff, in files in the school office. We have competent First Aiders who hold current First Aid certificates and staff trained in Paediatric First Aid.

Prescribed medication is kept in a locked fridge in the staffroom which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Our Aims

Our school's accessibility plan relates to the key aspects of physical environment, curriculum and written information. It aims to:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 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.
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Action Plan

Burford Primary and Nursery School 2024-2025 Objectives	Strategies	Outcome	Timeframe
Curriculum Access			
To continue to train staff to support adaptations, including specialist resources, for children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed. Strategies for assessing pupils progress and targets are established. Digital resources and accessibility tools on the ipads used to support learning	Staff are able to support all children to access the curriculum at a stage that is appropriate to them	Ongoing
To ensure that outside agencies are used effectively to maximise the impact we have on our learners with SEND.	SENCo to liaise effectively with external agencies. School to buy into the LA package of support.	Collaborative working approaches are established through regular meetings and action planning. Progress can be monitored for children to show the impact of implemented strategies. Children will benefit from adapted assessment arrangements as recommended by external agencies. The barrier to success in the end of Key Stage Tests will be reduced.	Ongoing
To establish and maintain effective liaisons with parents of pupils with SEND.	SENCo to arrange termly meetings with parents and create meeting minutes to demonstrate impact for the pupils.	Collaborative working approaches are established through regular meetings and action planning.	Ongoing

		Progress can be monitored for children to show the impact of implemented strategies.	
Physical environment			
To ensure that adjustments to school buildings and grounds maintain accessibility for children and adults.	Governor Access Audit to be conducted when adjustments to the school building are made.	Modifications can be made to the school building whilst ensuring compliance with the DDA	Ongoing
To ensure that building upkeep and maintenance is considerate of the accessibility requirements.	Support for the site maintenance team to ensure clear expectations of accessibility requirements. Maintain edging for ramps, steps and footpaths to ensure suitable access for all. Colour schemes, lighting and signage will be considered to ensure more accessible facilities.	Maintenance will ensure compliance with the DDA. School site will be safe in the event of an evacuation.	Ongoing
Accessibility of written information			
To ensure that all parents/carers and other members of the school community can access information	Written information will be provided in alternative formats as necessary. Consider accessibility for parents/carers speaking English as a second language.	Written information will be provided in alternative formats as necessary. Translation tool set up on the school website and on Class Dojo (The school communication platforms)	As required
To ensure that parents/carers who are unable to attend school, because of a disability, can access parent/carers evenings	Staff to hold parents'/carers evenings by phone or send home written information. Telephone interviews or Zoom Calls to support access.	Parents are informed of children's progress	Termly