



Nurture, Inspire, Achieve

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Aims

At Bursley Academy we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards regardless of sex, race, belief, physical disability or learning difficulty. We do this by taking account of pupils' varied experiences and needs, ensuring that teaching is pupil centered and takes place in an excellent learning environment which is designed to help support the development of all children.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled pupils

Bursley Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Bursley Academy complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Aims and Actions:

Aim/ Target	Current good practice/ Strategy <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a physical disability or identified specific learning difficulty to have access to specialist equipment to ensure they can access teaching and learning	<p>Bursley Academy offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Follow advice from outside agencies, such as Occupational Therapist, SEND services, School Nurse, Educational Psychologist</p> <p>Necessary equipment and resources for individual pupils or groups of pupils to be purchased by school.</p>	<p>Training for specific staff including medical needs</p> <p>Use of ICT equipment</p>	Audit of CPD needed.	<p>Class Teachers</p> <p>SENCo</p>		All pupils with a physical impairment or identified specific learning difficulty make good progress in all areas
Improve and maintain access to the physical environment	Specific children have specific equipment and seating arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p> <p>EYFS to continue using the hessian/ natural backing</p>	<p>Class Teachers</p> <p>SENCo</p>		

<p>Improve the delivery of written information to pupils</p>	<p>All classrooms to follow the Dyslexia Friendly Display advice</p> <p>Signage around school</p> <p>Staff are welcoming and happy to invite parents and visitors into school</p>	<p>To improve signage around school including visual clues</p>	<p>Use visual timetables and calendars.</p> <p>Create pamphlets which are available at the front desk to direct parents and visitors to local support networks.</p> <p>Upload information to the website and Twitter feed</p> <p>Have school prospectus available in different languages.</p>	<p>SLT</p>		<p>Dyslexia friendly full status achieved October 2018</p>
<p>Ensure that pupils who are EAL learner who are new arrivals to the school have the support they require to access learning and adapt to life at our school</p>	<p>Senior Leaders to monitor provision for pupils who are EAL learners and to source training/ changes to provision as appropriate</p> <p>Pupils who are EAL learners to be assessed via the NASSEA steps in language development to identify next steps.</p> <p>SEND in EAL learners to be identified using the NASSEA steps in the first instance.</p> <p>SLT/ Class teachers to gather information from EAL learners about how they are feeling in relation to well being at school</p> <p>Celebrate all languages and cultures represented throughout the school via displays, assemblies and class based activities.</p>	<p>Pupils with EAL are able to access learning in all lessons.</p> <p>Grammar and cultural understanding of pupils with EAL improved</p> <p>Pupils who are EAL learners to be fully integrated into the school community as valued pupils</p>		<p>SLT</p> <p>SENCo</p> <p>Class Teachers</p>		<p>Pupils with EAL progress in line with at least national expectations</p>

<p>Ensure all pupils with SEND have access to appropriate teaching and learning throughout the curriculum</p>	<p>SLT to monitor quality first teaching evaluating access for pupils with SEND. Where appropriate training or support from outside agencies to be sourced to improve areas.</p>					<p>All pupils with SEND make good progress in all areas including well being</p>
<p>Pupils experiencing mental or emotional distress have support through in school provision or external agencies</p>	<p>Class based staff to make adjustments as appropriate to support pupils in mental or emotional distress</p> <p>Further expert help is sought by SENCo</p>	<p>Consider staff members being trained in child counseling</p> <p>Well-being/ mindfulness sessions taught through PSHE</p> <p>Staff to receive training on mental health and well being for pupils and staff</p>	<p>Pupils continue to access teaching and learning during times of mental or emotional distress</p> <p>Pupils will gain an understanding of mental health problems and gain strategies to help</p> <p>Pupils with a deeper underlying mental health problem will have access to expert support</p>	<p>SLT</p> <p>SENCo</p> <p>Class Teachers</p>		<p>Pupils experiencing mental or emotional distress make good progress</p> <p>SENCO is trained as youth Mental Health First aider</p>

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Bursley Academy Governing Body and the Academy Principal

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Bursley academy Equal opportunities policy

Accessibility Audit:

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	One story building but set at three levels, there are two sets of small stairs demarcating level changes. There are four steps in each set. Steps are well maintained and kept free of rubbish.	<ul style="list-style-type: none"> Review possibility of ramp section to half stairs, currently access for wheelchairs is through external entrances at set levels of the Academy. 	BW/AS	June 19
Corridor access	Corridors are wide enough for wheelchair access however there are a number of points within the school where it is tight to maneuver and wheelchair access would not be possible with other children moving in the other direction. This is carefully managed to ensure no issues.	<ul style="list-style-type: none"> Review the corridor layout in line with redevelopment plans for the academy 	BW/AS	January 19 to be planned for eventual work
Lifts	No lifts in the Academy			
Parking bays	There are no marked disabled parking bays however access to the drive at the front of the Academy is available for people with mobility issues.	<ul style="list-style-type: none"> Look at the implementation of a bespoke disabled parking bay as part of the redevelopment of the Academy site. 	BW/AS	January 19 to be planned for eventual work
Entrances	Enclosed front lobby access, all main entrances have double doors which can be opened to allow access. Two external doors have deep edged lips which make access more difficult. However other access points are available to these areas.	<ul style="list-style-type: none"> Explore possibility of ramped access to the external doors with raised lips. 	BW/AS	September 19
Ramps	Available to front and rear of the Academy for access	No actions		
Toilets	One disabled access toilet in the center of the Academy. Stairs do cause some restricted access. Toilets within the school are accessible for children with disabilities	<ul style="list-style-type: none"> Look at the development of a second disabled access toilet during possible Academy development. 	BW/AS	January 19 to be planned for eventual work

	as long as they are supported by adults.			
Reception area	Accessible to all	No actions		
Internal signage	Main signage in place for key aspects of health and safety as well as fire evacuation. This is clear and easy to identify	<ul style="list-style-type: none"> Review use of signage for other areas e.g. educational aspects as in main action plan 	BW/AS/SENCo	February 19 and ongoing
Emergency escape routes	Fire evacuation in place, lockdown procedures in place, in-vacuation procedures in place.	<ul style="list-style-type: none"> Ensure regular testing of the systems 	BW/ER/AS	Ongoing termly