

Burnhope Primary School Accessibility Plan

1. VISION STATEMENT

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Burnhope Primary School it will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

At Burnhope Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Burnhope Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Burnhope Primary School will endeavour to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Burnhope Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

5) Whole school training, where identified, will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) This Accessibility Plan should be read in conjunction with the following school policies and documents:

- Behaviour and Rewards Policy
- Curriculum Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

7) The Accessibility Plan will be published on the school website.

8) The Accessibility Plan will be monitored by the Governing Body

9) The school will work in partnership with Local Authority officers in developing and implementing this Accessibility Plan.

2. AIMS

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

3. CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our regular record updating process.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are no parts of the school to which disabled pupils have limited or no access.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available on request for disabled pupils, parents and staff.

4. ACCESS AUDIT

The school is a single storey building with wide corridors and several access points from outside. All classroom areas are all on the ground floor with wide door access to all rooms. The hall and dining hall are accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or accessibly via a ramp, all have wide doors fitted. The main entrance features a secure lobby with exit buttons being fully accessible to wheelchair users. There are disabled toilet facilities available in the main reception area.

The school has internal emergency signage and escape routes are clearly marked.

5. MANAGEMENT, COORDINATION AND IMPLEMENTATION

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority to resolve new or emerging issues relating to accessibility.

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