Burchetts Green CE Infant School

School Accessibility Plan

This plan relates to accessibility for pupils, parents and carers, members of staff and visitors to the school.

Background

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001. It draws on the guidance set out in the 2002 document "Accessible Schools: Planning to increase access to schools for disabled pupils", available at: http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/standard/publicationDetail/Page1/LEA%200168%202002

Introduction

Burchetts Green CE Infant School is committed to inclusion and equality of opportunity for all and is opposed to any form of less favourable treatment and harassment on the grounds of race, religious beliefs, creed, colour, nationality, ethnic or national origins, gender, marital status, age, sexual orientation or disability. Burchetts Green CE Infant School has high expectations of its children with disabilities and expects them to participate in every aspect of school life. We expect all children with disabilities to achieve their full potential. We aim to identify and remove any barriers to disabled pupils in every area of school life.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995:

"A person has a disability 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 carry out normal day to day activities."

Key aims

Our key aims relate to the school's duty under the Disability Discrimination Act:

- 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 promote access to education for disabled pupils.

Objective

These key aims are summarised in an objective:

To eliminate barriers to curriculum access and maximise participation in the school community for pupils, prospective pupils and adults with a disability.

This objective includes identification of improvements to the physical environment of the school to increase the extent to which children with disabilities can take advantage of education and associated

services, in addition to improving access to information for parents, carers and pupils about the school and how in house and external services and support can be accessed.

Principles

1. Compliance with the Disability Discrimination Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs and Disabilities policy.

2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils

4. The school recognises its duty under the Disability Discrimination Act

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Current situation

- Burchetts Green CE Infant school is on one level and there are no stairs within the building
- The back door to the Year 2 classroom has a low step but can be accessed via a portable ramp
- Yellow lines are fixed at all strategic points including edges of steps, end of fences etc.
- The school has an accessible toilet, to support the personal hygiene needs of pupils, visitors and staff to the school.
- Access to and from the school's grassed area is gained by climbing steps over significantly hilly slopes. However an alternative route is available to wheelchair users via a footpath behind the Y1 classroom. This area has two steps which can be accessed via a portable ramp.
- The school takes account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Management, coordination and implementation

The school is proactive in its approach to supporting the physical, sensory and learning needs of individual pupils. Where particular needs of prospective pupils are identified additional home or preschool visits are made to observe the child and to speak to parents and preschool staff, to facilitate the identification of accessibility issues and give time for issues to be addressed, such as organisation of classes, equipment and curriculum adaptations.

Where particular needs are identified early, relevant actions required to address those needs are included in the School Development Plan.

Monitoring

The school accessibility plan is monitored on an ongoing basis through health and safety monitoring by governors, scrutiny of curriculum planning by the headteacher, the review process for pupils with special educational needs and disabilities by the SENDco and the ELSA, and through the support of external professionals where appropriate. External professionals may give advice and support relating to adaptation to the school premises and environment, identifying and accessing relevant resources and equipment, and curriculum adaptations, to support the physical, sensory and learning needs of individual pupils.

Related policies

- Special Educational Needs and Disabilities policy
- Equality policy
- SEN information report to Governors
- School Development Plan

The Accessibility Plan is available in printed format and on the school website.

This version was reviewed in September 2026

To be reviewed in September 2029

School Accessibility Plan targets 2026-29					
Objective	**Action**	**Who**	**Time/Costs/Training**	**Monitor**	**Success Criteria**
Maintain good access to information about school and local provision for parents, carers and pupils with special educational needs and disabilities	School SEN Information Report published on the school website Information on the report to be reviewed annually and updated as necessary	SENDco	Report to be reviewed every September to ensure that information is still accurate and up to date	SEND & HS governors	Parents and carers have access to accurate information
Meet the individual needs of prospective pupils with special educational needs and disabilities	Further develop liaison with preschools to promote timely sharing of accurate information about the needs of prospective pupils. Member of school staff to attend relevant meetings with external professionals relating to prospective pupils with special educational needs and disabilities.	Headteacher Early Years Foundation Stage leader	Time to visit preschool providers	Education committee	School staff are aware of the individual needs of prospective pupils with special educational needs and disabilities. Consideration of relevant issues relating to the school premises and environment, access to relevant resources and equipment, and curriculum adaptations have been made prior to entry to the school to facilitate transition.
Ensure Provision Maps continue to accurately reflect the needs of individuals and plans for	Provision maps to be available to headteacher	Class teachers SENDco Headteacher	Class teachers' directed hours Headteacher hours	Headteacher Education committee	Provision Maps will accurately map out the next steps in learning and outcomes will be judged against clear success criteria

interventions that are 'additional to and different from' those provided for other pupils	electronically to monitor				
Take proactive steps to raise the awareness of disability related harassment	Within the context of Circle Time, RE, P4C	Class teachers	Class time, staff meeting time (directed hours)	Headteacher H&S governor	
To create a clear provision map of all SEN support in place to meet individual needs To create an accessible format to make all staff aware of external agencies to support children with disabilities.	Staff meeting to collate all provision in different classes. Time given to all staff to look at provision within school that they may not be currently using.	SENDco in conjunction with Class Teachers	Staff meetings x 2	Headteacher SEND governor	A clear provision map is available to staff indicating all intervention available within school. A clear format detailing external agencies who are also available with contact details.
Make all outside areas accessible to wheelchair users	Make smooth access paths to the garden end of the outdoor area	Resources Committee	TBC	HS and SEND Gov	Access to the very far end of the outdoor area is accessible to wheel chair users