



“We all flourish from a wealth of learning experiences that positively impact on our academic, physical and emotional success”



# Accessibility Plan

<b>Cycle:</b>	2
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## **BURNT OAK PRIMARY SCHOOL**

### **Introduction**

This plan is drawn up in accordance with the Equality Act 2010 and the SEND Code of Practice 2015.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people. This states schools must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

Burnt Oak has high ambitions for its disabled children and expects them to participate and achieve in every aspect of school life.

The school will ensure that all children have access to a "balanced and broadly based" curriculum, and that the National Curriculum programmes of study are applied flexibly to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual.

Burnt Oak makes all children feel welcome irrespective of race, colour, creed or impairment.

### **Definition of disability relating to reasonable adjustments**

The reasonable adjustments duty relates to disabled children, as defined in the Equality Act 2010. The Act states that the school must not discriminate for a reason arising in consequence of a child's disability. Also, it states they must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared to their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that child from being disadvantaged. A child has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

### **Aims for children with a disability**

To reduce and, wherever possible, eliminate barriers to accessing the curriculum and to support full participation in all activities for children, and prospective children, with a disability.

Burnt Oak provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- Setting tasks that relate to the cognitive needs of the pupil.
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- Ensure reasonable adjustments are made to ensure school meets their needs.

### **Information on the specific features of the School**

#### **Access to the Physical Environment**

Burnt Oak is a single site school built on two levels with two sets of stairs from ground floor to first floor. The School has a lift to enable wheelchair access to the upper floor and for those who find stairs difficult. Foundation Stage and Key Stage 1 classrooms are based downstairs and have access to their own playgrounds. Key Stage 2 classrooms are on the first floor.

There are four entrances to the school. The main entrance to the building is through the main lobby and office area. This is accessible by wheelchair from the pavement.

Children access their playgrounds from different entrances. Foundation Stage has a flat entrance to their playground areas, as do all KS1 and KS2 children. All entrances into the school are wheelchair friendly.

The playground is entirely flat and as such is suitable for all children to use.

All classrooms are accessed from wide corridors which are suitable for wheelchairs. Other than the two main flights of stairs there are no other steps in the building for children to negotiate. Access to the newer rooms upstairs is via both a ramp and stairs.

All doors in the school are suitable for a disabled child to negotiate.

There are currently two accessible toilets for disabled children, one on the downstairs corridor, the other on the upper corridor. These are situated near to the lift.

There is also a designated disabled toilet for members of staff or visitors in the staff room. A toilet near to the office, although not designated as disabled is suitable for adults with a disability.

The school has a number of 'quiet' areas which can be used for children experiencing emotional or behavioural difficulties in class who need time out.

### **Arrangements for providing access to learning and the curriculum**

Children requiring equipment due to impairment and to enable them to gain increased access to the curriculum will firstly be assessed to identify their needs and equipment provided where necessary. Learning opportunities will be absorbing, rewarding and effectively differentiated and teaching styles will be diverse.

Staff will work in a way to avoid isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all children.

Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that extra-curricular activities are barrier free and do not exclude any children.

### **Risk Assessments**

When a child is returning to school following an accident/operation or change to their physical mobility which will impair their ability to move safely and freely around the school, a Risk Assessment will need to be completed.

This is completed in conjunction with the parent and medical advice given. It is then signed by SLT and forwarded to the Class Teacher, PE Teacher, Site Team, Class TA, Headteacher.

The risk assessment is then reviewed on a frequent basis if required to be in place longer than a natural end, ie Broken arm taken out of plaster cast.

### **Access to Information**

All children requiring information in formats other than print will have this provided (for example enlarged print books for visually impaired children).

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children or providing peer / adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer / adult scribing.

We use a range of assessment procedures within lessons (such as voice recording, role-play and drama, video, drawing, photographs and observations) to ensure children with additional needs are able to demonstrate their achievement appropriately.