



Burford School and Nursery

'Enjoy, Achieve, Succeed Together'

Accessibility and Disability Plan

Date policy adopted by Governing Body: December 2024	Date of next review: December 2027
This policy will be subject to review every three years by the Governing Body or more frequently in the light of changes in legislation	

Statement of Intent

Burford School is an inclusive school where all children are encouraged to reach their potential, irrespective of Special Educational Needs and/or Disabilities. The definition of disability under the Equality Act (DfE, 2010) is; *'if you [they] have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'*

This policy, therefore outlines the reasonable adjustments for children with Special Educational Needs and Disabilities which has been written in accordance with the SEND Code of Practice 2015, the Children and Families Act 2014, Equality Act 2010 and Education Act 2011

As a school, we aim to:

- **provide access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits.
- **provide access to the physical environment of the school.** This covers improvements to the physical environment of the school within the constraints of the buildings and site and physical aids to access education.
- **provide appropriate delivery of information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Definition of Disability

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.

Monitoring and redress

As part of their inspections, Ofsted will monitor schools' accessibility plans. The Secretary of State can intervene where a school is not complying with the planning duty and can direct a school to do so. The school's complaints procedure will cover accessibility issues should they arise.

Section 1: How does our school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for pupils with disabilities?	✓	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, and outdoor sporting facilities and playgrounds - allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and Disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as IT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Accessibility Plan	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Training for teachers and support staff on Inclusive Quality First Teaching (IQFT).	Training provided on universal and tiered support models.	Staff are able to meet the needs of disabled pupils more fully with regard to accessing the curriculum.	On-going in line with recruitment and pupils needs.	
	Continue to assess and improve access to areas of the school.	Planned use of funding.	The school's entry areas are made accessible to the disabled.	Ongoing	
	To ensure that the school environment is adapted to meet the needs of a Hearing Impaired (HI) child.	Training from the HI specialist teachers to: • Include a hearing loop in the classroom where the child is taught • Use a personal amplifier and radio aid	The curriculum is accessible to meet needs.	On-going whilst the HI child is at Burford School	