

BURE PARK PRIMARY SCHOOL

ACCESSIBILITY POLICY AND PLAN



Teamwork, Honesty, Kindness

ROLE	NAME	DATE OF RATIFICATION
SENDCo	Charlie Wright/Nicola Whitelock/Lisa Hall	25.3.26
Headteacher	Sarah Moon	
Governor	Alastair Deacon	

Next Review

February 2027

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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.”

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Bure Park Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school’s plan: vision and values

The aim of this policy is to set out the commitment of Bure Park Primary School Governing Body to adhere to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, gender identity, ethnicity, disability, attainment or background are all treated inclusively.

Staff at Bure Park Primary School provide teaching which meets the new National Curriculum and other statutory requirements. The school has regard to the new Code of Practice 2014 when meeting pupils Special Educational Needs and Disabilities, and makes its policy known to parents and carers. For those pupils who have Education Health Care Plans (EHCP) provision will be outlined in the child’s plan.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

Bure Park Primary School has high aspirations for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Bure Park Primary school promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We celebrate diversity. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Context

At Bure Park Primary School we have a single storey modern building. All areas of the school are accessible, including door thresholds. The completion (2015) of a fully accessible and enabling toilet with a fully height adjustable changing bed and hoist system ensures that the personal care needs of all pupils can be met. Classroom layouts and other areas of the school are organised with due regard to facilitating full access throughout our school.

As a school we have an excellent record with regard to making reasonable adjustment for children, this includes actions to address physical or medical needs, e.g. annual training for Epipens or Intervention groups (see SEN Information report on school website for further information).

We teach pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life, including extra-curricular activities. The progress of all pupils, including those with a disability, is tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum or physical environment to ensure full access. Adaptations can be made to timings, playtimes, lunchtimes, school trips and after school clubs to meet the needs of children with specific learning or impairment needs. Although, due to government legislation we cannot authorise lateness to school. Attendance of all pupils with additional needs is monitored and where illnesses are a particular feature of their disability the necessary adaptations to the school day are made.

Information from pupil data and school audit

The Disability Discrimination Act definition is broad and includes a wide range of impairments including learning disabilities, physical disabilities, autism, cerebral palsy, downs syndrome, dyslexia, diabetes, epilepsy/seizures, asthma etc. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Views of those consulted during the development of the plan

Articles 12 and 13 UN Convention of the Rights of the Child:

“Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.”

At Bure Park Primary, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with staff and governors and takes into account their views. Further, we collect information from Early Years settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Action plan 2025 - 2027

The following pages contain our planned actions around three broad aims.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at Bure Park School strive to plan and deliver outstanding lessons. Teachers' planning is highly differentiated to take account of the individual and group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

It is the role of the Special Educational Needs Co-ordinators (Charlie Wright, Nicola Whitelock and Lisa Hall); the Head teacher (Sarah Moon) or Deputy Head teacher (Rory Gratwohl) to line manage and deploy Teaching Assistants. These senior members of staff coordinate and facilitate staff training to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENCo also coordinates advice given by outside agencies and ensures its implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes where appropriate.

Target	Actions	Timescale	Responsibility	Success Criteria
<i>To identify all pupils who may need additional or different provision</i>	<ul style="list-style-type: none"> <i>Liaise with nursery providers, Early Years Special Needs Intervention Teacher (EYSENIT) and parents about needs of children in Nursery and Reception intake.</i> <i>Early Years Leaders also have responsibility for SEND in EYFS and identify need early, making appropriate referrals to external agencies.</i> 	<i>Annually</i>	<i>EYFS lead teacher and SENCo</i>	<i>Transition arrangements are set up before a September start. Additional visits are made with parents and nursery staff to aid transition. Transitional learning takes place between nursery and school. Home visits from EYFS staff happen at the beginning of September.</i>
<i>To increase skills and confidence of all staff in differentiating the curriculum</i>	<ul style="list-style-type: none"> <i>Ensure appropriate induction takes place for new staff and NQTs that identifies individual training needs.</i> 	<i>Annually and as required</i>	<i>SENCo and SLT</i>	<i>Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support children's needs.</i> <i>Outside agency input.</i>

	<ul style="list-style-type: none"> • Regular staff meetings to focus on an area of CPD related to SEN categories. • Annual cycle of TA professional development based on identified training needs. 			Increased pupil participation in lessons.
<p>To identify trends in attainment and progress across the school</p> <p>To narrow any gap in attainment between specific groups and their peers</p>	<ul style="list-style-type: none"> • Attainment data to be analysed x 3 a year to identify gaps and trends in progress using PIXL • Pupil Progress meetings used to discuss individual children and groups and clear plans made to close any learning gaps. • Action planning identified through the School Improvement Plan to take steps to close the gap. 	X 3 a year	Headteacher and Deputy Headteacher/ Assessment Lead	<p>For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way.</p> <p>For actions to be planned and evaluated for impact where gaps have been found.</p>
To promote positive attitudes to disability	<ul style="list-style-type: none"> • Jigsaw materials for PSHE curriculum • Assembly plans: Materials such as 'It's Okay to be Different,' to be used • Include cross curricular work when links with National/International events occur, e.g. ParaOlympic Games. 	Ongoing and annually linked through assembly themes	Headteacher and Deputy Headteacher	<p>For children's thinking about what a disability is to be challenged.</p> <p>For children to understand how life is the same and different for somebody with a disability.</p>
To review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> • Appropriate teachers to action advice from SENSS staff as appropriate • Teachers to co-teach with PE co-ordinator/ PE Mentor as necessary • TAs to receive necessary training from external services, such as OT, in order to support individual children. 	September	Headteacher SENCo SENSS PE coordinator	<p>For all children to have equal access to PE</p> <p>For all children to be given the opportunity to excel at PE</p>

To raise awareness of disability issues	<ul style="list-style-type: none"> Review the PSHE curriculum, including curriculum and assembly themes 	September	PSHE coordinator	<p>For the curriculum to be embedded</p> <p>For long term plans and topic plans to include reference to disability where appropriate</p>
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Aim 2: To improve access to school/education in light of any social, emotional or mental health needs (leading to an unwillingness to attend school.)

At Bure Park School we have teachers who are proactive in making adaptations for pupils who may be experiencing a mental health need, such as anxiety which can impact upon willingness and perceived capacity to attend school and engage fully with the educational provision on offer. We have a wide range of resources available to address such needs. Triggers for such SEMH needs may be from personal circumstances such as being a Young Carer, or having additional needs. We have a HLTA with the responsibility for Nurture and we keep resource provision under constant review eg books, resources, staffing, signposting to outside agencies etc, Highly bespoke support packages can be put in place to support improvement with school access. Every day all children have a brain start smart session in their family meeting, where children unite, disengage stress, connect and commit. We also offer soft landings to support children coming into school and a sensory circuit to end the day.

Target	Actions	Timescale	Responsibility	Success Criteria
To ensure that school users suffering with a SEMH need eg anxiety, have their needs recognised and met.	<p>-The school will take account of the needs of pupils and staff mental health needs when planning for future improvements.</p> <p>-Consideration may include; improved open dialogue with anyone suffering from a mental health condition eg anxiety and assessing what change/interventions are necessary in meeting need.</p> <p><i>Children and families can be referred to the mental health team in order to receive support.</i></p> <p><i>Parent information meetings to be organised in conjunction with the Mental Health Team</i></p>	On going	Headteacher SENCo Team, Pastoral Lead	For individuals to feel supported; experience improved SEMH.

<p>To ensure that SEMH needs of pupils and staff are met; have a bespoke package of support to address the need eg encourage regular educational attendance/employ strategies for co or self-regulation.</p>	<p><u>ASSESS:</u> 1.Through discussions with the individual (VoC,) identify the need(s) or barriers <u>PLAN AND DO:</u> 2.Create a bespoke plan for individuals which takes into account strategies of support or adjustments in support of the individual eg adapted timetable, additional mental health support such as CBT, Play therapy, buddy system, meet and greet/soft landings, Zones of Regulation work, anxiety ladder to success, social stories, books etc. <u>REVIEW:</u> 3. Review provision and adapt as necessary e.g. seek further outside agency support/advice etc to overcome the barriers</p>	<p>As required</p>	<p>SENCo Headteacher Pastoral Lead</p>	<p>To ensure that the school meets its statutory responsibilities by making reasonable adaptations in order to meet the needs of identified individuals with SEMH needs.</p>
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Aim 3: To further improve transition arrangements for all pupils with SEN and Disabilities

-We share information with pupils who face barriers to learning in a variety of ways, such as through face to face/virtual meetings with key stakeholder to feed into a thorough 'transition plan.' Through consensual sharing of documents such as Pupil Profiles, or EHCPs; through online platforms such as the website virtual tours; and through planned handovers; and Pupil Passports etc. the transition plan will support the pupil with managing any transition.
-Transitions may be through new pupils' entering our school at key times of the year eg to join our Nursery or Reception classes; throughout the year if a pupil has a change of school; or when pupils leave school at Y6 transition point.

Target	Actions	Timescale	Responsibility	Success Criteria
<p>Pupils and parents: For pupils to feel able to express their views on what will support them with a successful transition (in light of their special educational needs or disabilities.) <i>NB This will be age appropriate and format appropriate according to the</i></p>	<ul style="list-style-type: none"> To gather pupil voice. To invite pupils, parents, existing support staff (as appropriate,) to help formulate the transition plan with the child at the heart of the process. To share any information which might make the transition easier eg Pupil profile information what their specific additional needs are; what their special interests are; 	<p>June or throughout the year for in-year transfers</p>	<p>Headteacher SENCo Class teachers</p>	<p>For pupils' voice to be at the heart of any transition planning; for all individuals to work to their strengths.</p>

<i>nature of the additional need eg use of IT or visuals</i>	any specific considerations eg access arrangements.			
School; -To co-ordinate a transition timetable. -To liaise with outside agencies eg Physical disability team, SENSS ICT team, Hearing impairment team etc as appropriate. -To recruit staff where appropriate either with the appropriate skill set, or co-ordinate a training support package	<ul style="list-style-type: none"> To formulate the transition plan in consultation with stakeholders To make contact/ plan visit(s) to the existing setting where appropriate Plan a graduated approach to meeting staff and spending time in school. To support building relationships and trust with key members of the school. To make photobooks/provide social stories/video of the new setting etc To set up any additional training eg in Makaton/ICT/Autism training, Manual handling training etc 	June or throughout the year for in-year transfers	SENCo Class teachers	Pupil to have a smooth transition; to feel safe and secure in the new environment; to have his/her needs fully met in the new setting; to have all the appropriate resources or specialist equipment in place.
Outside Agencies: For pupils with any additional outside agency specialist support to have an input to ensure a successful transition.	<ul style="list-style-type: none"> To liaise with stakeholders who can advise on any specific effective strategies, equipment or learning aids, in making the transition seamless and carryout any further recommendations or access addition support eg C&I Support worker. 	June or throughout the year for in-year transfers	SENDCo Class teacher	For SEN pupils to feel more informed and involved in the transition plan and process through specialist support.