BURSTOW
PRIMARY SCHOOL

ACCESSIBILITY PLAN

Review Date: September 2029
Agreed by Governors: September 2026



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

● Increase the extent to which disabled pupils can participate in the curriculum
● Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
● Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Burstow Primary School have four main values that drive and underpin all the work we do; Love, Respect, Curiosity and Trust. These values shows we are committed to ensuring all children, regardless of their background or barrier, will succeed in our care. This is because we are devoted to ensuring our children gain the best possible provision to allow them to thrive. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

EveryChild Partnership Trust, along with Surrey County Council, helps the school implement this plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Improving Participation in the Curriculum				
Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Pupils with a disability will have appropriate levels of support or challenge: this may involve significant scaffolding eg task organisation board; access to modified resources eg egg chalk markers, a writing slope or personalised version of text/ font size or greater depth research or questioning. Children with a physical disability may have modified PE provision. This is created in discussion with the class teacher. In order to be inclusive this may include physical, resource or environmental adaptations. These adaptations are also carried through for sports day where wheelchair accessibility, mobilty challenges or adaptations for neurodiversity are made eg modified equipment, clothing or audience.	Training and coaching of teachers and LSAa is given by the Inclusion Lead	Inclusion Lead. Lead Practitioner, Headteacher
	We use resources tailored to the needs of pupils who require support to access the curriculum	Responses to questions may be through verbal means eg dictation using chrome book voice to text or through written, concrete or pictorial representation. Children have access to chromebooks. Larger keyboards are available should they be required for dexterity and supporting intervention to learn keyboard skills are in use. All year groups have access to photocopiers to provide large font size text or a copy of IWB text where needed. For those who	Regular Learning walks by Lead Practitioner, SLT and the Inclusion team monitor all children's access to and behaviours for learning.	Inclusion Lead. Lead Practitioner, Headteacher

		need coloured overlays to access screens, these are also available.		
	Curriculum resources include examples of people with disabilities	Assemblies include model examples of people with additional needs in many walks of life. Equality, diversity and inclusion are embedded within the curriculum and taught through 'No Outsiders' and a specific annual safeguarding theme.	As we embed our broad and balanced curriculum and its drivers, we will continue to review our modelling of people with disabilities.	Inclusion Lead. Lead Practitioner, Headteacher
	Adaptations are made to allow pupils with neurodiversity to access the curriculum alongside their peers	Uniform adaptations can be made in consultation with the Head teacher and Inclsuion Lead. Visual time-tables are used for classes and are personalised where it is helpful. Photobooklets are used for transition, trips and swimming Social stories are used for learning how to respond in social situations Comic strips may be used in reflecting upon an incident where different choices could be made A settling period is offered at the start of the day 'Soft start' for those children who are anxious when separating from a parent into school	Inclusion Lead and SLT review termly.	Inclusion Lead
	Curriculum progress is tracked for all pupils, including those with a disability	Curriculum progress is specifically monitored termly by SLT and Inclusion Lead	Inclusion Lead and SLT review termly.	Inclusion Lead. Lead Practitioner, Headteacher
	Targets are set effectively and are appropriate for pupils with additional needs	Where a child needs support which is additional to or different from their peers external agency support may be requested. These targets are reviewed at least termly with the agency. At present we support additional access for Fine Motor Skills; Oro motor skills; Gross motor skills; Distinguishing and Articulating speech sounds; Dysphagia; Hearing support ; Diabetes and Epilepsy needs amongst others. For some children daily nurture at the outset of the day may be required in order to access the curriculum due to SEMH needs.	Inclusion Team review termly.	Inclusion Lead
	The curriculum is reviewed to ensure it meets the needs of all pupils	These pupils' targets are SMART and are reviewed at least termly by teachers. Intervention is monitored by teachers and evaluated on the class provision map or IPM which are monitored termly by the Inclusion Team		
	Access to the wider curriculum and clubs is available for all children	Inclusion Team meet with class teacher termly to review provision maps, adaptations and support with setting SMART targets.	Curriculum long term overviews and planning seen by Lead Practitioner and subject leaders	Subject Leaders and SLT
	Pupil voice is proactively sought to inform change	Subject Leaders and SLT review the curriculum to ensure all pupils can access it.		
		A wide range of clubs provision is available for all children.	Clubs provision is reviewed termly. Adaptations	Office staff/Inclusion Lead

	and improve provision and outcomes	Pupil voice is included in Individual Learning Plans All children have regular opportunities to share their views in weekly class forum meetings	are made as required.	
Improving physical environment				
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Disabled parking bays ● Ramps ● Elevators ● Corridor width ● Disabled toilets and changing facilities ● Whole school evacuation	The school has two disabled parking bays. Permits for these are given to parents of pupils who use a wheelchair, have specific mobility needs or where a parent themselves has specific needs. These are reviewed by the safeguarding member of the Office team and HT. The school has one ramp from the main school office into the Reception outside area and ramps leading to demountable classrooms and the school hall. Elevators are not needed as all resources can be accesses from the ground floor. Reasonable adjustments are made if a child is unable to use the stairs such as using a classroom on the ground floor. Corridors are wide in order to give capacity for wheelchairs, standing frames or other movement supports. Classrooms and the dining areas are big enough to support adaptive seating or tables where advised. We have an accessible toilet in school. We have adapted toilet seats in Early Years to support children to access the same facilities as their peers A PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired There are enough fire exits around school that are accessible by people with a disability All staff are aware of their responsibilities in an evacuation	Premises team action as needed All Moving and handling plans and training actioned as needed by Inclusion Lead Specific training will be arranged for staff, where necessary, to enable the individual's needs to be met.	Premises team/Inclusion Lead/Office staff
Improve the delivery of information for members of the school community with a disability				

Improve the delivery of information to pupils with a disability Improve accessibility for Parents evenings	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Pictorial or symbolic representations This school uses a mixture of remote or live access for parents evenings.	There is clear signage to each year group area within and outside of the school building. Each classroom has a Visual Timetable for the day. There are clear behaviour ladders which are used as positive encouragement for the class to show the four values of the school: Love, Respect, Curiosity & Trust. Large print resources are available in both lesson and test situations. WIDGIT used to provide curriculum resources where pictorial representations will support learning in a Communication toolkit. Parents evenings are accessible in the main hub of the building. Full accessibility is available for all ages by use of an internal slope.		Inclusion Team

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
It will be reviewed by the Inclusion Leader
It will be approved by the Local Governing Body including the Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
● Health and safety policy
● Equality information and objectives (public sector equality duty) statement for publication
● Special Educational Needs Information Report (SIR)
● SEND policy
● Supporting pupils with medical conditions policy