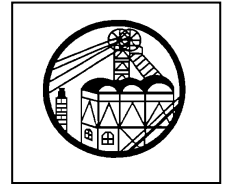


# Burradon Community Primary School



## **Equality Accessibility Plan and Action Plan**



February 2024

Date of next review: February 2027

Miss Hunter

# Burradon Community Primary School

## Equality Accessibility Plan

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Annex 1: Equality Accessibility Action Plan

## **1. Introduction**

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disabilities Regulations 2014.

## **2. Aims of the Plan**

- To create opportunities for every child to develop and learn.
- To release potential in people to make the most of themselves.
- To achieve excellence in standards of education & skill for all children.
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with our school single equality scheme action plan in order to have due regard to the duties from the Equality Act as follows:-
  - Eliminate unlawful discrimination, harassment and victimization,
  - Advance equality of opportunity between different groups; and,
  - Foster good relations between different groups.

## **3. Definition of Disability**

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

## **4. Key Objective**

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## **5. Principles**

- Compliance with the Equality Act is consistent with our school's single equality scheme and action plan, and the operation of our school's SEND policy.
- Our school recognises its duties under the Equality Act (as amended by the SENDA):-
  - Eliminate unlawful discrimination, harassment and victimization;
  - Advance equality of opportunity between different groups;
  - Foster good relations between different groups;
  - 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;
  - To publish an accessibility plan.
- In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
- In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.

- Our school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
- Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;-
  - Increase the extent to which disabled pupils can participate in school curriculum;
  - Improving the physical environment of our school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school;
  - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
- Our 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; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges;
  - Responding to pupils' diverse learning needs;
  - Overcoming potential barriers to learning and assessment for individual and groups of pupils.

## **6. About our School**

Burradon Community Primary School was opened in April 2006. Our accessibility requirements were checked in December 2008 by the LA.

### The physical accessibility of the site

The school building at Burradon was completed in 2006. The school is built on one level and is well designed to meet the needs of pupils and adult users who have mobility problems or physical disabilities:

- All classrooms and other rooms/offices are on the ground floor;
- All public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps;
- A disabled toilet is available;
- A hearing loop is situated in the main reception area.

The physical environment was developed with particular accessibility features:

- Lighting, signage, colour contrast, the acoustic environment and floor coverings;
- Toilet, washing and changing facilities;
- The layout of the playground and woodland area.

## **7. Equality Accessibility Action Area**

Burradon Community Primary School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary.

- To increase the extent to which disabled pupils can participate in the curriculum;
- To improve the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided;
- To improve the availability of accessible information for those with disabilities.

## **8. Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- SEND policy;
- Single Equality Scheme & Action Plan;
- Equality Impact Assessment Template & Guidance;
- Equality & Diversity Policy and Guidance
- Guidance on Publishing of Equality Data for Schools;
- Curriculum Policies;
- Positive Behaviour Management Policy and Guidance;
- Admissions Policy;
- Health and Safety Policy.

## **9. Review**

This policy is reviewed every three years by the Full Governing Body in line with the DFE Statutory Policies for Schools documentation and guidance.

To be reviewed: February 2027

## Equality Accessibility Action Plan

### Annex 1

This document details the actions the Governing Body will take over the next three years to satisfy the requirements of the protected characteristics as referred to within the School's "Single Equality Scheme" linked to accessibility.

The action plan is structured around the following 3 action areas:

- To increase the extent to which disabled pupils can participate in the curriculum;
- To improve the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided;
- To improve the availability of accessible information for those with disabilities.

<b>Action 1: Access to curriculum</b>				
<b>Target</b>	<b>Task / Strategy</b>	<b>Responsibility</b> (Who will be responsible for it?)	<b>Timescale</b> (When will it be done by?)	<b>Progress</b> (RAG rated)
To further consult with parents / carers to gather information linked to disability for pupils on roll.	Data collection forms indicated that no child had a declared disability in school.  Raise awareness of parents / carers linked to disability to ensure we have an accurate overview of specific pupils with a disability in school.	SENDCO  Office Manager	December 2024	
To increase the extent to which disabled pupils can participate in the curriculum.	Continue to ensure that pupils with disabilities continue to learn alongside their class peers by adapting teaching and learning, e.g resources, recording methods.	SENDCO  Class Teacher	Ongoing linked to individual needs	

**Action 2: Physical Access**

<b>Target</b>	<b>Task / Strategy</b>	<b>Responsibility</b> (Who will be responsible for it?)	<b>Timescale</b> (When will it be done by?)	<b>Progress</b> (RAG rated)
To improve access to the indoor and outdoor physical environments for pupils with a range of specific needs.	<p>We have seen an increase in the range of specific need linked to individual pupils and their complexities.</p> <p>Continue to ensure that all pupils and potential pupils with a range of physical needs have access to all areas of the school, including any specific areas within their allocated classroom.</p>	SENDCO  Class Teacher	Ongoing linked to individual needs	

**Action 3: Access to Information**

<b>Target</b>	<b>Task / Strategy</b>	<b>Responsibility</b> (Who will be responsible for it?)	<b>Timescale</b> (When will it be done by?)	<b>Progress</b> (RAG rated)
To improve the availability and access of written materials and information in alternative formats for parents / carers.	<p>We have seen an increase in the number of EAL pupils across the school.</p> <p>Continue to ensure that all parents / carers of EAL pupils have access to written materials in their home language (e.g end of year reports) and access to an interpreter (e.g parents / carers meetings) to ensure full access to their child's education and individual needs.</p>	Headteacher  Class Teacher	Ongoing linked to individual needs of parents / carers	