



Bursar Primary Academy Accessibility Plan 2025 - 2026

1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010.
- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
 - To prepare and publish a Disability Equality Scheme to show how they will meet these duties (attached to this plan).
- 1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three ‘key areas’:
- 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 (new premises 2018/2019);
 - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. It is a requirement that the school's **Accessibility Plan** is resources; implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Success criteria has been set so progress and outcomes can be measured.
- 1.6. The plan is to be reviewed and updated at least every three years.

2. School Aims

- 2.1. At Bursar Primary Academy, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Bursar Primary Academy aims:
- To provide a safe and welcoming environment for pupils, parents and the wider community;
 - To lay particular emphasis on Literacy and Numeracy, setting expectations which are realistic yet challenging;
 - To develop an enthusiasm for learning which develops an enquiring and creative

approach and fosters each child's self-esteem;

- To promote caring and tolerant behaviour towards fellow pupils and every area of our Community.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the academy for all academy users;
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs;
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition, parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Bursar Primary Academy is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme (DES);
- Special Educational Needs;
- Equal Opportunities;
- Bursar Primary Academy's Special Educational Needs & Disabilities (SEND) Local Offer;
- Bursar Primary Academy's Safeguarding Policy and arrangements;
- Health & Safety Policy;
- Staff related policies, e.g. risk assessments, return to work.

This plan itself will also be used to advise and inform other academy planning documents and policies.

2.5. It will be the responsibility of the whole academy community to implement this scheme in a manner which promotes the inclusive ethos of our academy.

3. 3.1 Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.1.1. The academy SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability. Working with outreach services, health professionals and Educational Psychology Services, the SENCO manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.1.2. The academy's SLT also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.1.3. The academy works closely with specialist services including:

- Advisory Teacher or Hearing Impaired;
- Early Years Advisory Teacher;
- Advisory Teacher for Visual Impairment;
- Chatterbug (S&L support – EHCPs);
- Physiotherapists (where appropriate);
- Occupational Therapists (through the LA – EHCP process);
- Educational Psychologists (through the LA – EHCP process);
- Speech and Language Therapists;
- Specialist Teachers;
- Young Minds Matter;

- Compass GO;
- GPs and Pediatricians;
- School Nursing Team;
- Health Visitors;
- Children's Services;
- Social workers;
- Other advisory services and charities.

3.1.4. The academy's governors, teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment;
- Physical disability;
- Specific medical conditions including asthma, eczema, ADHD, diabetes;
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia;
- Autism;
- Speech, language and communication needs (SLCN);
- Social, emotional, mental health challenges;
- Emotional difficulties including attachment disorder or bereavement;
- Developmental disorders;
- Profound and multiple difficulties including specific genetic disorders.

3.1.5. Facilities and support currently on offer at the academy include:

- Designated areas and support for 1:1 or small-group work;
- Child Protection Coordinator to access Early Help and other agencies e.g. Young Carers;
- SENCO;
- Advice, assessment and support from Speech and Language Therapist;
- Pastoral Coordinator;
- iPad/access technology;
- Range of literacy and maths interventions;
- Specific Learning Difficulties (SpLD) interventions e.g. Beat Dyslexia;
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and appropriate risk assessment;
- Advice and support from School Nursing Team;
- School nurse and Compass GO "drop-ins" in school
- Support from Compass GO, either 1 to 1 support or in small groups, or "Pods."
- Medical Room and Pediatric First Aiders;
- Outdoor learning;
- Use of diagnostic assessments.

3.1.6. The academy celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.2. **Current Actions: Improving access to the physical environment of the academy**

3.2.1 This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.2.2. There are very few parts of the academy to which disabled pupils have limited or no access following guidance and support for the Local Authority.

3.2.3. In addition, the environment is continually enhanced through the academy's building maintenance and redecoration programme.

3.3. **Current Actions: Improving the delivery of information to persons with a disability**

3.3.1 NOW and NEXT cards are being used to re-enforce language;

- 3.3.2 Visual timetables
- 3.3.3 Communication Passports
- 3.3.4 In-session strips
- 3.3.5 Transitional strips

4. Review and Implementation

- 4.1. The **Accessibility Plan** is reviewed by the Governing Body. In addition, it will be reviewed three yearly by the Disability Equality Scheme Working Party following consultation with the larger academy community, parents and School Council.
- 4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.
- 4.3. To allow the academy to trace progress and demonstrate how it is actively fulfilling its duty a copy of the academy's current plan is in Appendix 1.

Appendix 1 Bursar Primary Academy 2025 - 2026

AIM	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES
Increase confidence of staff in supporting all children with the curriculum	Assign INSET sessions to training needs identified.	Increased confidence of staff in strategies of scaffolding and increased pupil participation.	By July 2026
Ensure TAs have access to specific training on disability issues	Opportunities for CPD given through in-house, trust and external delivery.	TAs support pupils with disabilities to ensure they have access to all aspects of the curriculum and plan closely with teachers.	By July 2026
Ensure all school trips are accessible to all.	Pre-planning for children with additional needs to take place including risk assessments to ensure all trips are inclusive.	All children in school able to access all school trips and take part in a range of activities.	By July 2026
Parental and pupil feedback	Parent and pupil voice will be used to inform policies and procedures moving forwards. This will be collected termly.	Feedback used to inform future priorities and school improvement.	By July 2026
Improvements to aid those with a visual impairment	Support will be provided in line with recommendations from ETHV.	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.	By July 2026
Access into school, hall and reception to be fully compliant	Step-free access is available in all areas of school. Stair lifts for wheelchairs are available at key staircases around the building.	Main entrances and buildings are fully accessible.	By July 2026
Improve signage to indicate access routes around school.	Signs indicate wheelchair accessible routes around school. Access map is available from reception for anyone requiring it.	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.	By July 2026
Improve the quality of provision for children with specific emotional needs.	Child Protection/ Pastoral Coordinator to work alongside our Emotional Wellbeing, Behaviour & Attendance Officer on site will support children with complex emotional needs. ELSA training x2 teaching assistants.	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space – the Reset Zone.	By July 2026

Handrails and grab rails.	These are in place around the academy.	Accessibility of school and play areas increased. Physically impaired pupils able to access all areas. areas regularly reviewed.	By July 2026
Provision of wheelchair accessible toilets with changing facilities.	Two disabled toilets are available – these will be maintained throughout the year.	Physical accessibility of school increased. Regular service checks in place.	By July 2026
Safe access around exterior of school.	Ensure pathways are kept clear of vegetation.	Disabled people to move unhindered along exterior pathways.	By July 2026
Disabled parking.	Two disabled bays identified and used.	Disabled badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately – Premises Manager oversees entry to the car park at collection time.	By July 2026
Outdoor learning provision.	Develop outdoor areas in terms of seating, quiet time and sensory stimulation.	Outside areas used more effectively to increase access for pupils.	By July 2026
Ensure that all children with disabilities can be safely evacuated	Personal Emergency Evacuation Plans (PEEPS) for all children identified in place and key staff informed.	All children with disabilities and staff working with them are safe and confident in the event of a fire – PEEPS are in place.	By July 2026
Availability of written material in alternative formats.	Reception staff to be aware of different formats which information is available in. Staff to have information about how to access these services.	Written information available in alternative formats and languages on request. All admin staff, parents and community users know how to access alternative formats.	By July 2026
Improvements to help those with hearing loss.	Support will be provided in line with recommendations from ETHV.	Communication improved for pupils, parents and visitors with a hearing impairment.	By July 2026
Improvements to help those with vision impairment	Support will be provided in line with recommendations from ETHV.	Access to reading improved for pupils, parents and visitors with visual impairment.	By July 2026

Continue to monitor information to parents/carers to ensure it is accessible	Review access to website and adaptations to school prospectus to ensure parents know about access needs to written information. Ensure all standard letters home/emails are clear and in simple language. Produce all written information in alternative formats to ensure parents can read on request.	All parents receive information in format that they can access.	By July 2026
Develop smooth transition of all information regarding pupils with disabilities	Continue to follow school procedures for transferring information from one class teacher to another. Follow relevant procedure for transferring information to Secondary School. Continue to follow required procedure for transferring information from one school to another if a child moves school.	Information regarding pupils is communicated between teachers. Information regarding pupils is communicated appropriately between schools.	By July 2026
Participation in the PINS Project	Working in collaboration with parents and other professionals to enhance the SEND provisions, parental voice, pupil voice and training sessions to upskill staff/parents and gain expert knowledge.	Staff/Pupil/parental voice and feedback to be obtained. Training sessions communicated with all school staff/ parents and shared with others – key strategies to be implanted. Expert knowledge will be gained for professionals and parents to further support the learning and development of the SEND pupils.	By July 2026
Develop the use of the reset zone and sensory circuit.	Reset zone is available at the front of the academy near the headteacher's office with children having the opportunity of speaking to an adult if they feel they require this. Sensory circuit to be further developed and a designated space for the equipment to be stored/ out for use.	Pupils will be supported further in school to focus on their SEMH needs alongside physical and sensory to support further within the classroom.	By July 2026

Reasonable adjustments in the classroom: a checklist

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful in thinking of a range of adjustments they might want to make.

1. Pre-planning information. • Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? • Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils' needs will/can be met seek advice from SENCO, Head or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.	
2. What preparation have you made with the class/group for: • One to one peer support, • Collaborative teaming, • Group work, • Valuing difference of race, gender, ethnicity, disability or religion, • How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?	
3. Lesson planning: how will you support the needs of all learners? Consider: ○ Timing, ○ Variation of activities, ○ Types of activities (concrete/abstract), ○ Reinforcement of key ideas, ○ Extension work, ○ Recall of previous work, ○ Links to future work, ○ Clear instructions. • Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment for some students to enable them to participate fully? • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level?	
4. What different teaching styles are you going to use? • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use story-telling, talking, effective questions, problem solving, clear sequencing, music and singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment.	
5. Prepared materials • Are written materials accessible to all: formats; readability; length; content? • Scaffolding (practical materials) e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc. are the accessible to all? • Appropriate use of augmented communication and ICT.	

6. Self-presentation • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson e.g. volume, tone, and make sure all children understand you? • Where will you position yourself in the classroom and when?	
7. Use of support staff • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • <i>Does their use allow children to be equally included in the class activities?</i> • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised?	
8. Classroom organisation Is seating carefully planned and/or the activity accessible for pupils with: ○ Mobility impairments e.g. circulation space, table height, ○ Hearing impairments e.g. sight line for lip reading/no glare ○ Visually impaired e.g. maximise residual sight, if touch can reach ○ Pupils with challenging behaviour e.g. in adult gaze, at front for eye contact, ○ Pupils with short attention span/easily distracted e.g. sit on own, ○ Learning difficulties who need a lot of support e.g. next to peer supporter, ○ Short attention span e.g. distraction free zone, • What seating plan are you using and why? • Will seating plans make use of peer support and how?	
9. How will you organise and group pupils in lessons? • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together eg stronger reader/weaker reader?	
10. How will you deal with unexpected incidents? • Are you aware of the systems for dealing with unexpected incidents eg evacuation, fainting or fits, incontinence, medical emergencies?	
11. How will you ensure that all students feel equally valued through their experiences of: • The allocation of teacher and support staff time, • Being listened to/paid attention to, • Being respected, • Achieving, • Interacting with their peers.	
12. How will you assess the outcomes? • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self-evaluation? • How will you involve pupils in assessing their progress?	