



Accessibility Policy and Accessibility Plan

2022-2024

Updated: November 2017/November 2018/January 2020/January 2022

Ratified: March 2018

Review Date: January 2024

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is show how Burnley Brow Community School intends to:

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

Burnley Brow Community School is committed to providing an environment that values and includes all pupils, staff, parents, carers and visitors without discrimination of any kind.

Plan availability

The plan will be made available online on the school website, and paper copies are available upon request.

Staff Training

Burnley Brow is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Technology used to support learning.</p> <p>Laptops, iPads and other specialist equipment is provided to support pupils.</p>	<p>To develop a CPD programme which ensures staff are knowledgeable about the needs of pupils with disabilities and strategies to support them.</p> <p>To ensure external visits are accessible to all.</p> <p>To ensure Governors are aware of accessibility issues.</p> <p>To deploy Teaching Assistants effectively to support pupils.</p>	<p>Staff training requirements identified through staff appraisal.</p> <p>Guest speakers, school nurse and link professionals to provide training.</p> <p>To ensure venues and activities are suitable for all children in the class.</p> <p>Continue to buy into Governor Training package.</p> <p>Review needs of pupils within each class and assign staff accordingly.</p> <p>Ensure staff skills are matched to pupil needs.</p>	<p>SLT and SENCO</p> <p>SENCO</p> <p>Class Teachers</p> <p>HT</p> <p>HT and SENCO</p> <p>Class Teachers/ SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Increased access to an appropriate curriculum for all pupils.</p> <p>Access to all school activities i.e. trips, residential visits and sporting events</p> <p>Governors aware of issues relating to accessibility.</p> <p>All pupils are supported to achieve their full potential.</p> <p>Pupils show learning in alternative ways and understand what technology can do for them.</p>
Improve and maintain access to the physical environment	<p>The classroom environment is adapted to the needs of pupils as required.</p> <p>The school has:</p> <ul style="list-style-type: none"> • A lift • Wide corridors and doors 	<p>To add visibility strips on all stairs.</p> <p>Children with visual impairment feel safe and confident in the</p>	<p>Have visibility strips put on all stairs when replacing current ones.</p>	<p>HT</p>	<p>As needed</p>	<p>All stairs have visibility strips.</p> <p>The environment is improved for visually impaired stakeholders.</p>

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets • Foot stools provided where necessary • Visibility strips on stairs <p>Alternative start and finish times for pupils if required.</p> <p>PEEPS (Personal Emergency Evacuation Plans) completed for staff and children with disabilities.</p> <p>EVAC mats at the top of each stairwell and staff trained to use them.</p>	environment.				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Use of radio equipment for children with HI • BSL taught to children and staff • BSL signs introduced in whole school assembly each week and then displayed around school • Written material provided in different formats and translated 	<p>To teach BSL to all staff</p> <p>To ensure school brochures, newsletters are available in different formats</p> <p>All staff to be trained in BSL</p>	<p>Arrange sessions with HI service</p> <p>Staff to teach children</p> <p>Promote availability in different formats</p> <p>BSL training for staff</p> <p>Use BSL in assembly</p>	<p>HT and SENCO</p> <p>Admin Staff</p> <p>HT</p>	<p>Ongoing</p> <p>Continuous</p> <p>Ongoing</p>	<p>Staff and children using BSL</p> <p>Children with HI communicate effectively with staff and peers</p> <p>School information can be accessed by parents and carers</p> <p>Staff more able to communicate with children and staff with HI.</p>

Monitoring arrangements

This document will be reviewed every **two** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEND) Policy
- SEND school offer
- Medical Policy
- Behaviour, Safety and Well Being Policy including: Citizenship, Sex and Relationships.
- Educational Visits and Activities Policy
- Equality Policy
- Learning and Teaching Policy
- Prospectus

Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (**SEND**) aged 0–25 and their families



POINT Oldham:

<https://www.point-send.co.uk/>



Parent Forum

SEND ISSIS

<https://www.point-send.co.uk/pages/category/oldham-sendiass>



Oldham SEND
Information Advice
Support Service
part of POINT
services

Family Information Service

https://www.oldham.gov.uk/info/200534/family_information_service

