



## Equalities and Accessibility Policy

Including:

- Annual Equalities Information Update – Appendix A**
- Equality and Accessibility Objectives – Appendix B**
- Accessibility Plan Statement of Intent – Appendix C**

### Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's **Employment Equality Policy**.

### National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### School Context

- Burley and Sopley are both smaller than average Primary Schools each with just over 100 pupils.
- Over 50% of our families attend from out of the school's catchment area.
- Children within the schools are almost entirely from white British backgrounds.
- There are very low numbers of children with English as an additional language.
- The overall numbers of children within the school who are eligible for Free School Meals is usually below national average – but there can be wide variation within individual cohorts.
- Attendance rates at the schools are broadly inline with the national average.
- We currently have no children in the care of the local authority and a very small number of children who are 'care leavers'.
- There can be variation in the profile of our small cohorts – especially in respect of the proportion of children who are entitled to Pupil Premium and pupils with special educational needs and disabilities (SEND), also the number of girls and boys in a cohort.

- We publish an **Annual Equalities Information Update (Appendix A)** on our websites which includes detailed information about the context of each school and the current profile of the children in the school. Where the number of children in a category is very low we do not always publish detailed information to ensure that individual children cannot be identified within our small communities. When comparing information about a year group please be aware that in our small schools one child usually represents around 6-7%.

## Principles

To fulfil our legal obligations, we are guided by a number of principles.

### 1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

### 2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

### 3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in **Appendix A** to this policy statement (**pupil related data only**).

*NOTE: Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.*

9. 9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in **Appendix B** to this policy statement and take into account both national, county and school level priorities. (**pupil related data only**)

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

**Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies

- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

**Date approved by the Governing Body:**



## Annual Equalities Information Update (pupil related data only)

## Appendix A

*NOTE: Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.*

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Our stakeholder surveys for parents, children, staff and volunteers etc all include a question on equality and space for free text
- In the past we have consulted in the wider community in various ways in each school including; through a focus group, through contact with parents representing pupils with a particular protected characteristic, via the school newsletter and school council.

We recognise our duty under The Equality Act 2010 (Specific Duties) Regulations 2011 which requires Governing Bodies to publish equality information on an annual basis and welcome this opportunity to share our latest information with stakeholders.

### Scope of this update

**Section 1: Contextual Information - in our small schools one child usually represents around 6-7% in a single year group.**

**Section 2: Pupil Related Data - Focussed on outcomes for children) – further information to follow Spring 2017**

**Section 3: Other Progress with Equality and Accessibility Plan Priorities**

## Section1: Context

### Burley Primary School

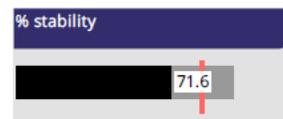
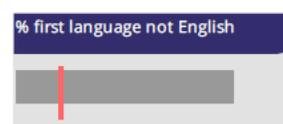
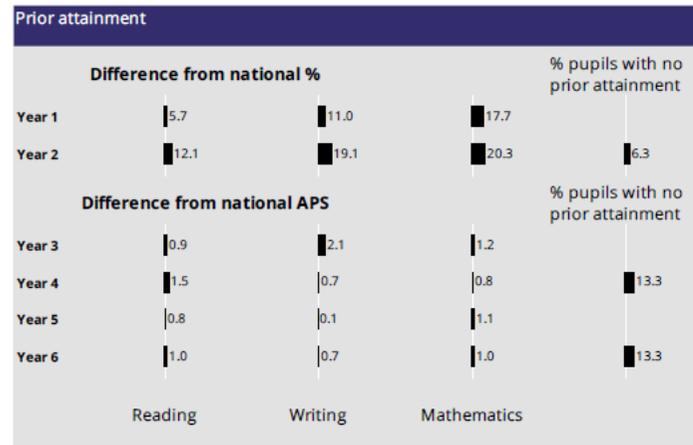
#### Context in 2016

Prior attainment for Years 1 and 2 uses the percentage achieving at least expected in reading and in writing early learning goals and in both mathematics early learning goals. Prior attainment for Years 3 to 6 uses APS calculated with points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group.



Number on roll up to year 6: **104**

Ethnicity	
<b>White British</b>	<b>96.6%</b>
<b>Mixed any other mixed background</b>	1.1%
<b>Mixed White &amp; Asian</b>	1.1%
<b>White Traveller of Irish heritage</b>	1.1%
<b>Any other ethnic group</b>	
<b>Asian or Asian British any other Asian background</b>	
<b>Asian or Asian British Bangladeshi</b>	
<b>Asian or Asian British Indian</b>	
<b>Asian or Asian British Pakistani</b>	
<b>Black or Black British African</b>	
<b>Black or Black British any other Black background</b>	
<b>Black or Black British Caribbean</b>	
<b>Chinese</b>	
<b>Ethnicity not known</b>	
<b>Mixed White &amp; Black African</b>	
<b>Mixed White &amp; Black Caribbean</b>	
<b>Parent/pupil preferred not to say</b>	
<b>White any other White background</b>	
<b>White Irish</b>	
<b>White Romany or Gypsy</b>	



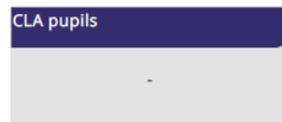
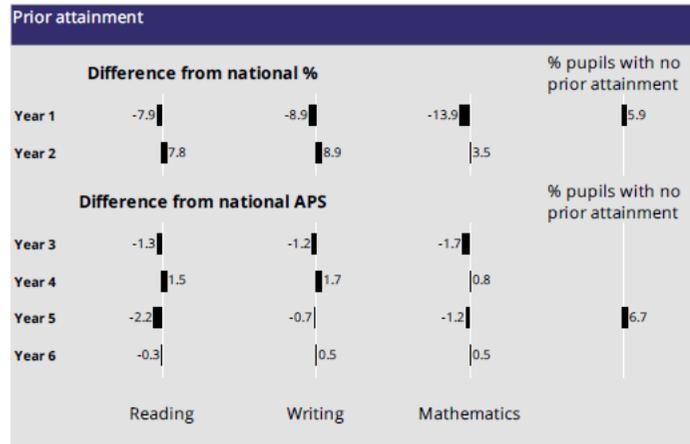
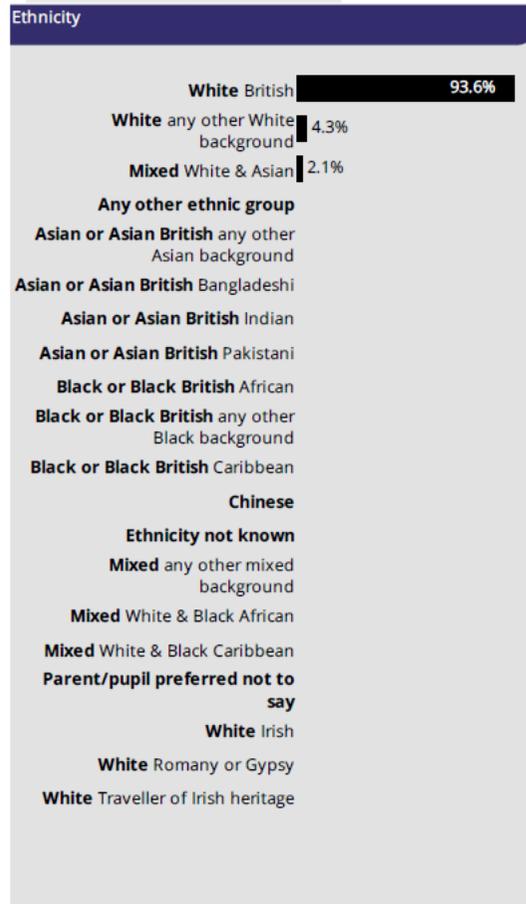
Sopley Primary School

Context in 2016

Prior attainment for Years 1 and 2 uses the percentage achieving at least expected in reading and in writing early learning goals and in both mathematics early learning goals. Prior attainment for Years 3 to 6 uses APS calculated with points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group.



Number on roll up to year 6: **109**



## **Section 2: Pupil Related Data**

We monitor attainment and progress for all children but we do not publish information about groups where there are a \*small number of individuals because it might risk identifying individuals in our small schools – children in the care of the local authority (CLA), ‘care leavers’, children from black and minority ethnic groups (BME), children with English as an additional Language (EAL). We have agreed to publish information about the attainment and progress of children who fall within the following groups:

- Pupil Premium
- Children with Special Educational Needs and Disabilities (SEND)
- Girls
- Boys
- Low prior attainment

We are currently implementing ‘Target Tracker’ which will provide this analysis across the school so will publish this information in spring term 2017.

*\* Care must be taken not to enable the identification of individual pupils or families within the data published. The DfE’s non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.*

## **Section 3: Other Progress with Equality and Accessibility Priorities**

### **General impact of our policies in both schools:**

- Pupils are kind and tolerant
- Pupils show respect to other cultures
- There are no recorded incidents of racial or homophobic bullying
- Pupils and parents are always very supportive of the wide range of fund raising we do – eg Shoe boxes for Christmas, Children in Need etc.

Stakeholder surveys are underway at the present time to check for concerns / suggested improvements regarding equality issues – feedback will be analysed and reported in due course.

### **Curriculum, provision and resources**

We have maintained good access to the curriculum for our pupils with disabilities and additional needs. However, despite great commitment and resilience from staff and advice / support from outside agencies it is not always possible to safely meet the needs of children with high level behavioural difficulties.

We have also been able to provide equality of access to extra-curricular activities.

The homework/breakfast club at Sopley continues to provide important support for the children who use it.

2 teaching assistants deliver the FRIENDS program of life skills for all children at Sopley school to develop self-awareness and coping strategies. We are using laptops with specific adjustments and or programmes to support children with SEND.

### **Training and development**

Staff at Burley have received training from the Educational Psychology service in supporting children with dyslexic tendencies.

The Clifford Centre (New Forest Behaviour Support) staff have given support and advice in the management of children with complex behavioural needs at Sopley.

Prevent awareness training is part of our wider commitment to safeguarding and promoting British values.

We held a federation training day on safeguarding at the start of term - staff and governors attended and the training included aspects of equality awareness in relation to girls at risk of forced marriage and genital mutilation.

### **Stakeholders and Accountability**

Governors at Sopley School interviewed 'Reading Priority Children' and 'Maths Priority Children' about their learning and shared their findings about pupil attitudes with governors and staff – nearly all the children were positive about their learning and enjoy school.

The local SEN Local Offer/SEN information reports are available to parents and have been updated at this term.

**Reported Incidents (racial or homophobic bullying)** – None in either school

### **Progress with accessibility for pupils with SEND**

Over the past year Burley School has worked on:

- Improving the physical spaces in the school for 1:1 work with children with additional needs
- Improving staff practices to support children with dyslexic attributes so that they are not held back in their learning

Over the past year Sopley School has worked on:

- Developing autistic friendly practices - staff have trialled visual cue cards but feel that their effectiveness was limited. Visual timetables have been effective for some children. Pre-learning of vocabulary is another strategy which has been used effectively for some children.
- A quiet nurture environment has been established to support children with behavioural needs.
- A pilot of a computer based reading support programme is underway.
- A pilot of an assessment tool (Tapestry) provided a useful insight into the power of a IT programme to support assessment for learning – this is now being extended in the form of the 'Target Tracker' which is currently being implemented across both Burley and Sopley schools.

# The Federation of Burley and Sopley Primary Schools

## Equality Objective and Accessibility Plan Objective (2016-2019) Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and the was described in our Equalities Policy.

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Since our schools formed a federation in May 2016 we have reviewed our school development plans and equality matters – including accessibility plan priorities. As a result we are proposing to re-focus our Equality Objectives and Accessibility Plan Objectives in order to reflect priorities across the federation and ensure that these important matters are reflected in our overall development plan to ensure close monitoring and evaluation. **These proposals will be published through our websites and via the school newsletters for consultation until January and comments will be considered by the governing body before the objectives are finalised.**

### **Our overall Equality Objective (2016-2019) is to:**

Continue to improve the attainment and progress of children who are in receipt of Pupil Premium funding or who fall within one of the other pupils groups who are more vulnerable to under-achievement, including children with special educational needs and disabilities (SEND).

Current areas of focus:

- Across both schools we are working on
  - “Lowering persistent absence and improving attendance rates of children with SEND”
  - Developing school systems to ensure that SEND pupils make good progress from their starting points over time
- At Burley School the pupil outcome targets set in our development plan reflect the fact that we are also aiming for the attainment of pupils who are entitled to Pupil Premium to be above that of non- pupil premium children nationally.
- At Sopley School the pupil outcome targets set in our development plan reflect the fact that we are aiming for the attainment of pupils who are entitled to Pupil Premium to be at least in line with pupil premium children nationally.

### **Our overall Accessibility Plan Objective (2016-2019) is to:**

Improve access to effective provision for pupils with special educational needs and disabilities (SEND) focussing on known needs of current pupils.

Overview:

- **Improving access to the curriculum** – through ambition in setting targets for SEND pupils
- **Improving the physical environment** – through building capacity to respond to current needs and embedding the consideration of accessibility into onward development of buildings and resources.
- **Improving access to information** – through better use of existing resources on a needs based approach.

Targets for children with SEND are set with the input of external advice and embedded within our improvement plan.

Both schools are investing in a new computer programme 'Target Tracker' which is designed to make it easier for the SENCo and teachers to track the progress and attainment of individual children with SEND. Once staff have been trained and are proficient in using the system one of the planned benefits is for there to be less time processing data and more time for staff to use the information to organise next steps - for SEND pupils this could include more time to consider and implement further measures to enhance access for that child.

As part of sustainability planning governors will be considering the ongoing maintenance and development of the school buildings – the governors who have taken on this task will need to consider accessibility as part of this brief. This approach is also applicable to IT e.g. the new electronic whiteboard in year 3/4 class at Sopley has accessibility options.

Specific and measurable targets within each of these areas will be identified in the Federation of Burley and Sopley Schools Development Plan which will be closely monitored and evaluated by the governing body. Progress and outcomes will be reported annually through the **'Annual Equalities Update' Appendix A.**

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### **Included in The Federation of Burley and Sopley Schools Development Plan 2016-17)**

#### **To improve access over time over the three strands**

- **access to the curriculum**
- **improvement to the physical environment and**
- **the provision of information for SEND pupils**

**by:**

1. Taking steps to ensure that children with SEND have attendance rates that are closer to those of their peers without SEND (more time accessing the curriculum)
  2. Ensuring that staff are consistently using 'Target Tracker' to track the progress and attainment of individual children with SEND (increasing capacity to research and implement enhanced adjustments)
  3. Developing staff awareness and use of technology (laptops, electronic whiteboards, tablets etc) to support SEND children (presenting information in a way that is more accessible to pupils)
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Disability Discrimination Act (DDA) definition - “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”

**Aims:** To identify key strategies and plans that will show over time how the federation will increase its access for children with disabilities.

To reduce and eliminate barriers to access to the curriculum and to full participation in each school community for pupils, and prospective pupils, with a disability.

#### Objectives

1. The Federation of Burley and Sopley Primary Schools’ access plan objectives will be reviewed at least every three years.
2. Areas of focus for each school will be identified and reported on at least annually.
3. Our limited resources will be focussed on known current and identified future needs.
4. The Federation of Burley and Sopley Primary Schools’ will report annually on the access plans and other aspects of its DDA and SEND duties in the **‘Annual Equalities Update’ Appendix A above.**
5. The Governing Body is responsible for the federation’s access plan and will involve different members of staff in the development and implementation of this plan.

#### Requirements

The school’s plan meets the statutory requirements because:-

- It is in writing (embedded within ‘The Federation of Burley and Sopley Schools’ Development Plan’ and areas of focus are shared annually)
- It covers the three strands of increasing access over time;
  1. Increased access to the curriculum for disabled pupils
  2. Improvements to the physical environment to increase access to education and associated services at the school
  3. Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.
- It is renewed every three years
- The information about the accessibility plan is reported to parents annually.

Additionally, as part of our overall development plan it is:

- Adequately resourced
- Implemented
- Reviewed

#### Principles

Our federation plan will be effective because it:

- is rooted in a culture of high expectations for all
- is guided by inclusion principles
- seeks out and responds to the views of key stakeholders.
- demonstrates a commitment to developing access to each school for all pupils
- supports a problem solving approach
- shows a commitment to the effective and sustainable use of resources
- is clear about how it will be evaluated based on evidence and advice including outside agencies and advisors

#### Principles

- Compliance with the DDA and current statutory framework is consistent with the federation’s aims and Equalities policy, and the operation of the s federation’s SEND policy.

- The federation recognises and welcomes its duties
  - 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
- The federation recognises and values parents' knowledge of their child's disability and its • effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The federation provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils by - setting suitable learning challenges - responding to pupils' diverse learning needs - overcoming potential barriers to learning and assessment for individuals and groups of pupils. -

Activity This section outlines the main activities which the federation undertakes, and is planning to undertake, to reduce and eliminate barriers to access to the curriculum and to full participation in each school community for pupils, and prospective pupils, with a disability.

a) Education and related activities The federation will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND and Inclusion inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment The federation will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. The federation will also implement reasonable adjustments as identified by the DDA Advisory Service audit.

c) Provision of information The federation will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies This plan will contribute to the review and revision of related federation policies e.g. School Improvement Plan Continuing professional development for all staff SEND policy Equalities policy Curriculum policies

We recognise and welcome our duties to:

1. Provide protection from discrimination on the grounds of disability – Equalities Policy, see above
2. Provide for improvements to increase access over time – Accessibility Plan, see above
3. Provide auxiliary aids and services – ‘reasonable adjustments’, see below

We are fully committed to making all reasonable adjustments to ensure no disabled child is placed at a substantial disadvantage.

• The Governing Body as the “responsible body” for the DDA will ensure that everyone in each school (staff of visitor) are aware of the duties owed to disabled pupils – our expectations are set out in our Equalities Policy above..

Right of Complaint If a parent thinks their child has been discriminated against, they have a right of redress by making a claim within the school's formal complaints procedure and /or of contacting the SEN and Disability Tribunal (SENDIST <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> ).

Reasonable adjustments meet the statutory requirements when they:

- Act to prevent disabled pupils being placed at a substantial disadvantage
- Are aimed at all disabled pupils
- Are anticipatory
- Enable pupils to participate in education and associated services

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, our federation will consider the potential impact on disabled pupils in terms of:

- Time and effort
- Inconvenience
- Indignity or discomfort
- Loss of opportunity
- Diminished progress

We will endeavour to make reasonable adjustments for disabled pupils at different levels of school life:

- For the individual disabled pupil
- In our practices and procedures
- In our policies

Consequently we will need to:

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled pupils, their parents and others
- Identify practical solutions through a problem solving approach
- Ensure that staff have the necessary skills
- Monitor the effect of adjustments on a pupil's progress

We will fully involve the commitment of:

- Governors
- Headteacher
- SENCO
- Head of School, Teachers and all other staff

We will know we are succeeding in making reasonable adjustments when disabled pupils are participating fully in school life:

- In the classroom
- In the "school curriculum"
- At breaks, lunchtime and beyond the school day

And when:

- Disabled pupils feel part of the life of the school
- Disabled pupils are included by their peers in all parts of school life
- Parents feel their disabled child is part of the life of the school
- Staff feel confident in working with disabled pupils

"Reasonable Adjustments"

Might include:

- Speaking to children (generally) and specifically (actual child) to seek reasonable adjustments they request.
- Speak to parents/guardians and respond where possible to their requests of specific adjustments.
- Contact and receive support from relevant County Officers to support provision of adjusted and differentiated parallel activities.
- Locate/place children closer to the front of class and nearer to children for additional support.

- Involve peers of disabled children to additionally promote understanding and respect.
- Have regular and trained staff which are accessible to all staff teaching and non-teaching and therefore can support children in every location of each school community.
- Creating adjusted/flexible individual timetable and providing reduced formal learning and if/when appropriate learning from home e.g. flexi-learning.
- Access/support from LSA.
- Addition support made available from additional funding accessed by Education Health Care Plans
- Smooth transition as we receive children from other providers e.g. pre-school, parallel schools.
- Extra-sensitivity and awareness of bullying and name-calling if disability is particularly physical.
- Detailed pre-planning for trips so child can access non-school based experiences.
- Use of contrasting materials for children with skin sensitivities e.g. not sand tray but pasta tray.
- SENCO to liaise with external agencies and disseminate training to all staff.
- Creation of physical class timetables which is usable to all children.
- To support children with emotional/behavioural issues with 1-1 support from ELSA to therefore access the curriculum.
- Having home/school communication diaries to support home/school links, particularly if parents work full-time and are unable to visit school staff on a regular basis.
- Ensure staff are available through class release time to meet and/or telephone parents particularly if they work full-time and are unable to see staff at start/end of school day.
- Use of visual stimulus and prompts e.g. Makaton to support access to learning.
- Provide learning mentors if child has e.g. behaviour issues to support child and parents.
- Staff review practice and reasonable adjustments to ensure evaluations hone good practice through reflections.
- Create culture where staff are comfortable to share any anxieties they may have. This is a continually developing process.

Reasonable adjustment will be successful if it creates:

- A “can do” attitude from all staff.
- A proactive approach to identifying barriers and finding practical solutions.
- Strong collaborative relationships with pupils and parents.
- A meaningful voice for pupils.
- A positive approach to managing behaviour.
- Strong leadership by senior management and governors.
- Effective staff training and development.
- The use of expertise from outside the school.
- Building disability into resourcing arrangements.
- A sensitive approach to meeting the impairment specific needs of pupils.
- Regular critical review and evaluation.
- The availability of role models and positive images of disability.

Our Accessibility Plan (embedded within The Federation of Burley and Sopley Primary Schools’ Development Plan) draws on “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002. We use Identifying Barriers to Access : A Checklist (template at the foot of this document) to review our arrangements and identify priorities.

## Identifying Barriers to Access

From: DfES (2002) *Accessible Schools*

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section1: How does your school deliver the curriculum?	Burley		Sopley	
	Yes	No	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		✓	
Are your classrooms optimally organised for disabled pupils? <b>As necessary</b>	✓		✓	
Do lessons provide opportunities for all pupils to achieve? <b>See SIP/Equalities objectives regarding new expectations and progress of SEND pupils from starting points</b>	✓		✓	
Are lessons responsive to pupil diversity? <b>Expected practice – if this were identified as an issue teacher would receive support and challenge.</b>	✓		✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓		✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? <b>Where appropriate – LA advice followed</b>	✓		✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education? <b>LA advice followed</b>	✓		✓	
Do you provide access to computer technology appropriate for students with disabilities? <b>LA advice followed</b>	✓		✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		✓	
Are there high expectations of all pupils? <b>*See 1. 2016-17 plan below - Raising attendance and equality objectives re attainment + progress targets</b>	✓		✓	
Do staff seek to remove all barriers to learning and participation?	✓		✓	

Section 2: Is your school designed to meet the needs of all pupils?	Burley		Sopley	
	Yes	No	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓		✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		✓	

<b>DDA advice followed</b>				
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? <b>DDA advice followed</b>	✓		✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and <u>auditory</u> components? <b>Not complete re auditory but no needs at present – would adjust as necessary including PEEP in the first instance.</b>		✓		✓
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓		✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with <u>visual impairment</u> , autism or epilepsy? <b>Not complete re visual impairment but no needs at present – would adjust as necessary</b>		✓		✓
Are areas to which pupils should have access well lit?	✓		✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment? <b>LA advice followed</b>	✓		✓	
Is furniture and equipment selected, adjusted and local appropriately? <b>Make sure that new technology purchases incorporate accessibility options and staff are able to apply these options.</b> <b>Use equipment to build capacity e.g. see 2. on 2016-17 plan below*</b>	✓		✓	

<b>Section 3: How does your school deliver materials in other formats?</b>	<b>Burley</b>		<b>Sopley</b>	
<b>Question</b>	<b>Yes</b>	<b>No</b>		
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? <b>When requested reasonable adjustments are made</b>	✓		✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? <b>When necessary</b>	✓		✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓		✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? <b>Ensure that we keep up to date with new technologies and ensure that new staff are aware of how to make adjustments as needed - see 3. on 2016-17 plan below*</b>	✓		✓	

**\*Improving access over time - included in The Federation of Burley and Sopley Schools Development Plan 2016-17:**

1. Taking steps to ensure that children with SEND have attendance rates that are closer to those of their peers without SEND (more time school accessing the curriculum)
2. Ensuring that staff are consistently using ‘Target Tracker’ to track the progress and attainment of individual children with SEND (increasing capacity to research and implement enhanced adjustments)
3. Developing staff awareness and use of technology (laptops, electronic whiteboards, tablets etc) to support SEND children as needed (presenting information in a way that is more accessible to pupils)