



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Birley Primary Academy Accessibility Plan

Date: Autumn Term 2023

Review: Annually

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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.

At Birley Primary academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Birley Primary academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

At Birley Primary Academy, we inspire learning by empowering children to:

- develop enquiring minds and a spirit of curiosity
- show innovation and creativity within the school environment
- value learning and become highly motivated and reflective long-life learners
- work independently and collaboratively in an environment that exhibits a sense of community and belonging
- show resilience and perseverance to achieve their full potential in all areas of the curriculum
- take responsibility and become leaders in their own learning
- respect themselves and others, being mindful of beliefs, cultures and views

In addition to this, Birley Primary Academy will ensure that each child will succeed through experiencing quality in:

- a personalised and inclusive approach to learning
- a broad and challenging curriculum that extends beyond the classroom and our school
- a culture that sets high expectations, where underachievement will not be tolerated
- a stimulating learning environment using rich and varied learning resources
- an ethos of care, challenge and encouragement
- learning partnerships between school, home and the community

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.

Our 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.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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.

3. 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 by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	Short term To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	FS leader/SENDCO	Ongoing	Appropriate procedures/resources are in place
	We use specialized equipment in order for all to access the curriculum. Curriculum resources include examples of people with disabilities.	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENDCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, LT	Ongoing	Engagement and involvement Uptake on Marvellous Me

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure full access to the curriculum for all children</p>	<p>To review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher, SLT</p>	<p>Ongoing</p>	<p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers where needed.</p>
		<p><u>Medium Term</u> To review SEND provision and attainment of pupils</p>	<p>Analyse Data on half termly basis. Attend meetings with external agencies where necessary</p> <p>Birmingham toolkit used to track small step progress of SEND children in core subjects</p> <p>SENCO attends half termly pupil progress meetings in order to discuss progress and attainment of children with special educational needs, also ensuring correct provision is in place for all children through provision mapping.</p>	<p>SENDCO</p>	<p>Half termly</p>	<p>Half termly report and pupil progress meetings indicate progress</p>

		<p>To promote the involvement of disabled pupils in school life</p> <p>Long Term Review targets and deliver findings to governing body</p>	<p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>SENDCO/Head teacher</p> <p>Headteacher/AGB</p>	<p>Ongoing</p> <p>Annually</p>	<p>Variety of planned activities that reflect the needs of pupils</p> <p>Accessibility shared and understood by AGB.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door entry system 	<p>To ensure all children can access all areas of the school.</p>	<p>Evaluate and work with outside agencies to adapt the school environment as and when needed.</p>	<p>Headteacher</p> <p>SENDCO</p> <p>Buildings supervisor</p> <p>Outside agencies (e.g. occupational therapy).</p>	<p>Ongoing</p>	<p>Appropriate changes are made to the school environment if and when needed.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<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 (PECS) • Visual timetables. 	<p>To have a range of communication methods to meet children's differing needs.</p>	<p>Ensure children have the ability to communicate using resources they are familiar with and at their level.</p>	<p>SENDCO Class teachers Outside agencies (e.g. speech and language).</p>	<p>Ongoing</p>	<p>Children will be able to communicate in a way that is best for them. Their provision will be tailored to them.</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Dawn McAughey and members of the Academy Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Special educational needs policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3	No Action required		
Corridor access	Library – ramp fitted for wheelchair access	No Action required.		
Lifts	1 x passenger 1 x Wheelchair	No Action required		
Parking bays	Primary - 1 Nursery - 1	No Action required		
Entrances	6 entrances, 5 of which have wheel chair access. Link corridor has steps and is not accessible for wheel chairs. The link corridor is a secondary entrance only.	No Action required		
Ramps	Library - zero internal wheelchair access	Zero space internally to install ramp or lift – alternative spaces available if this is required.		

Toilets	<p>Primary – 5 sets of boys & Girls 6 disabled</p> <p>Nursery – 1 set of gender neutral 1 - Disabled</p> <p>Hoists available on each floor, mechanical bed on ground floor.</p>	No Action required		
Reception area	Fully accessible	No Action required		
Internal signage	All internal signage is clearly visible to all.	No Action required		
Emergency escape routes	Evac chairs are in place on stair landings. Several escape route options for wheelchairs are available from any area of school.	No Action required		