

# Burlington Infant and Nursery School

## Accessibility Strategy Action Plan 2022-2025

### Vision

Burlington Infant and Nursery School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equality Act 2010 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information, follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

## Consultation, Implementation and Review

The accessibility action plan has been produced by Burlington Infant and Nursery School in consultation with parents, young people and children, specialist advisors. The action plan sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

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People who have contributed to this plan Mrs O'Carrol and Ms Asabasshvili

Name	Role
Mrs Yay Walker	Headteacher
	Parents of children with SEND
Mrs Arbuthnort	SEND governor
Mrs Docwra	SENCO

### 1. Accessibility Strategy Action Plan - Environment

## Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

At Burlington Infant and Nursery School a number of alterations and additions have been made to the physical environment in order to ensure that both adults and children are able to access and attend. The school has installed a lift to the first floor area, a shower room and the disabled toilet has been enlarged so that an electric hoist and changing area can be put in place. Ramps have been put in place to ensure that at least one classroom in each year group has wheelchair access with these classrooms being the largest thus ensuring maximum wheelchair mobility within the indoor learning environment. Large parts of the main playground have been resurfaced to ensure that the area is flat and trip hazards are removed. Acoustic panels have been put up in the hall to improve sound quality for all children, including those that are hard of hearing. The Headteacher, Inclusion Leader and SEND Governor will ensure that the points within the strategy are implemented across the school.

	Priority	Action	Responsible Person	Timescale	Outcome
1.1	Ensure increased break out spaces are made available for the delivery of intervention groups/1:1 input for children across the school.	The current computer room will be knocked through into the old staffroom to create a large work space which can be sectioned off to create smaller work spaces as and when appropriate.	School Business Manager Head Teacher	By September 2025	The school will have increased appropriate work spaces in which 1:1 support and group intervention can be delivered.
1.2	Provide increased opportunities for children to develop their core strength, gross motor control and upper body strength through access to large play/climbing apparatus.	The Musical Garden will be replaced with a variety of climbing apparatus which, when used by the children, will build their core and upper body strength.	School Business Manager Head Teacher	By October 2022	Improved core and upper body strength will aid the development of fine motor control with this supporting fine motor control, mark making and writing.

1.3	Provide access to space for children to access physical activities to support the development of gross motor skills.	A multi use games arena will be built.	School Business Manager Head Teacher	September 2023	Improved core and upper body strength and spatial awareness will aid the development of fine motor control with this supporting fine motor control, mark making and writing.
1.4	Ensure that all low hanging branches and potential trip hazards are removed and that walkways through school are kept clear at all times.	School Council and Safety Officer will identify any areas which require attention through a safety walk.	School Safety Officer, School Council and Site Manager	Ongoing	Individuals with no sight/sight impairment will report that they are able to navigate the school site in safety.  Accident monitoring will provide no evidence of trips and falls as trip hazards are visible to pupils with visual impairment.
1.5	All changes in surfaces, low level sleepers and edges, steps to climbing frames and wooden posts to be highlighted as appropriate and under the direction of the Habilitation Specialist.	School to work with the Habilitation Specialist for the Visually Impaired for advice and guidance  1:1 support provided for visually impaired child.	School Safety Officer, School Council and Site Manager	Ongoing as necessary	Accident monitoring will provide no evidence of trips and falls as trip hazards are visible to pupils with visual impairment.
1.6	Ensure that orchard is a safe area in which to play and learn.	Clear away brambles. Remove and dispose of any animal faeces. Cut grass regularly and check for and fill holes as needed.	Inclusion Leader, School Council and Site Manager	Ongoing	Accident monitoring will provide evidence of a decrease in accidents taking place in the orchard.

		School Council to complete safety check and litter collection.			
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## 2. Accessibility Strategy Action Plan - Curriculum

### Increasing access to the curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible Person	Timescale	Outcome
	2.1	<p>Improve the emotional literacy and resilience of children so that they have the confidence, strategies and words to resolve friendship and playground issues with the support of adults and, in time, independently.</p> <p>Drama Therapist and Emotional Literacy Support Assistant x 2 in place and provided with supervision and support as necessary. All staff given training in behaviour management, positive reinforcement, how to talk to children and the importance of praise.</p> <p>Mental Health Support Team provide support for the school around friendship issues, anxiety, transitions ect.</p> <p>Emotional Wellbeing Practitioner in place to support families, deliver</p>	Inclusion Leader	Ongoing	<p>All children, including those most vulnerable, will display resilience and an ability to seek support in resolving and/or resolve their own issues.</p> <p>Families will have access to support around low level behaviour, anxiety, transitions etc.</p>

		parent support drop in sessions, deliver assemblies as appropriate and deliver small group sessions.  Roll out Zones of Regulation across whole school		September 2023	Children will be able to identify their feelings and relate these to the zone that they are in. Children will be able to implement strategies to move themselves into a zone that is conducive with good learning.
2.2	Train staff to a standard that ensures that the needs of all children are met.	Roll out training from outside agencies as appropriate and on a needs basis for individuals. Roll out timetable of support staff peer observation of best practice. Staff attending SEND training to cascade back to all support staff.	Inclusion Leader	Ongoing	Children will be well supported by appropriately trained and highly skilled staff.
2.3	Provide LSAs with opportunity for observation of 'best practice' support for children with SEND	Create Lead Learning Support Assistant role.	Inclusion Leader	September 2023	Children will be well supported by appropriately trained and highly skilled LSAs.
2.4	Train staff in safe feeding and aspiration.	Annual training sought from Speech and Language Team.	Inclusion Leader/Lunch Table	Ongoing	Children with issues around feeding and aspiration can access

		<p>Staff supporting children at risk of aspiration will have an acute awareness of the dietary requirements of that child.</p> <p>Risk assessments for children at risk of aspiration will be clearly displayed by supported lunch table.</p> <p>Key members of staff will access full first aid training with others accessing paediatric first aid training and these will be updated every three years.</p> <p>Key members of staff will access basic first aid training with these being updated annually.</p>	Support Team and TA as relevant		school for the full day and eat in safety
2.5	Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture, equipment and resources to support learners on an individual class basis.	Inclusion Leader, Teaching Staff and LSAs	Annually and in autumn term	Children will access learning with limited disruption and increased success. Increase in access to the EYFS and National Curriculum.
2.6	All children to have access to high quality teaching	Quality First Teaching learning walk to identify areas of need and for improvement.	Inclusion Leader and all class staff	Ongoing	All children will be able to access learning that is differentiated as appropriate and delivered in a

	and learning that meets the needs of individuals	Training for staff new to school on Quality First Teaching.  Quality First Teaching to be whole school focus through the appraisal process		November 2022-2023	way that meets the needs of individuals.
2.7	Basic Makaton signing used by all staff to improve communication and understanding for children.	Inclusion Leader and Makaton trained LSA to deliver whole staff Makaton refresher session. Inclusion Leader to deliver weekly refresher/practice Makaton at morning meetings weekly.	Inclusion Leader	Ongoing	Children will have an increased ability to understand instructions/language and will be more able to communicate with others and make their needs and wishes known.

### 3. Accessibility Strategy Action Plan - Information

#### Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Action	Responsible Person	Timescale	Outcome
3.1	Families to have easy access to clear information regarding the support available for the children with SEN and disability at Burlington Infant and Nursery School.	School to publish an SEN information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request.	Inclusion Leader	Ongoing and updated annually	Families will have a clear understanding of the support available for their children. Families will access a good level of support.



		<p>School to cascade information relating to information sharing and training opportunities for families of children with SEND.</p> <p>SEND Parent Champion in place to liaise with AFC and parents to provide support, advice and signposting to support as appropriate.</p> <p>ASD Whatsapp parent support group in place.</p>	<p>Inclusion Leader</p> <p>SEND Parent Champion</p> <p>Inclusion Leader</p> <p>SEND governor</p>		<p>Parents and children to access the support of services through the AFC Local Offer.</p> <p>Parents of children with a diagnosis of ASD and those on the diagnosis pathway will receive the support of other parents.</p>
3.2	<p>Children with and families with children at SEN support and with EHCPs will have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way</p>	<p>Person centred annual reviews and termly review meetings throughout the school year</p> <p>End of year SEND parent feedback questionnaire circulated to all parents</p>	<p>Inclusion Leader</p>	<p>Ongoing</p> <p>July</p>	<p>Families will be included in and feel part of the processes around supporting children at SEND Support and with an EHCP.</p>
3.3	<p>Families requiring support in behaviour management and general parenting skills</p>	<p>Two members of staff to receive and annually update training in order to deliver the course.</p> <p>School to provide 10 week courses twice annually.</p>	<p>Inclusion Leader and Family Support Outreach Worker</p>	<p>Ongoing</p>	<p>Families will receive support and strategies for improving family life.</p>

	will access The Family Links parenting course				
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