

Burlington Infant and Nursery School

Accessibility Strategy Action Plan 2025-2028

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. It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide. 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. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day 2 activities.
- Physical and Mental - The definition of mental and physical impairments includes a wide range of conditions, including concealed impairments such as Specific Literacy Difficulties Dyslexia, Autism, Speech, Language and Communication Needs (SLCN) and Attention Deficit Hyperactivity Disorder (ADHD).

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. The test of whether impairment affects normal day-to-day activity is whether it affects one of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift
- carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

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.

People who have contributed to this plan Maddie Woollcott and Anuja Vagh

Name	Role
Mrs Yay Walker	Headteacher
	Parents of children with SEND
Ms Woollcott	SEND governor
Mrs Docwra	SENCo michellle Docwra

Rationale

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils, parents/ carers, staff and visitors and to implement their plans. The duty is an anticipatory one and means that the school should be looking to identify and remove barriers to learning and increase access, set out in an action plan that will be updated annually to take into account the changing needs of the school and its children. It will be reviewed every 3 years. This plan is for the period 2025- 2028. Schools are required to produce written accessibility plans for their individual setting under the following headings:

- Access to the environment
- Access to the curriculum
- Access to information

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	To ensure that all nursery children have access to the Forest School area.	The gate for nursery Forest School area will be moved to an alternative position to enable easy access for all children.	Head Teacher School Business Manager	Autumn 2025	Nursery Forest School will be fully functioning with all Nursery children able to access the area as timetabled.

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.	Removal of current aging Nursery and Reception climbing equipment with this to be replaced by new equipment.	Head Teacher School Business Manager	By Autumn 2026	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 large OPAL sandpit with wheelchair access	An area in which the sandpit will be constructed will be identified. The area will allow for the sandpit to enable wheelchair access.	Head Teacher School Business Manager	By Autumn 2026	All children, including those in a wheelchair, will have access to the sandpit during OPAL lunch times.
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 Health and Safety Officer will identify any areas which require attention through a safety walk.	Head Teacher School Safety Officer, School Council 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 pattern 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	School to work with the Habilitation Specialist for the Visually Impaired for advice and guidance	Head Teacher School Safety Officer School Council 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.

	appropriate and under the direction of the Habilitation Specialist.	1:1 support provided for visually impaired children - as appropriate.			
1.6	Ensure that orchard and Rainbow Garden 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. School Council and H&S officer to complete safety check and Eco Council to carry out litter collection.	Head Teacher Inclusion Leader School Council Site Manager H&S officer (SBM)	Ongoing as necessary	Accident monitoring will provide no evidence of pattern of trips and falls as trip hazards are visible to pupils with visual impairment.
1.7	Ensure that corridors and routes, esp fire exits are clear of obstacles.	Regular checks and monitoring.	Head Teacher All staff Site Manager, SBM	Ongoing	Clear access - safer surroundings lead to fewer accidents
1.8	Ensure that modifications and improvements to school take into account the needs of children and staff with disabilities.	Children, parents and staff with disabilities will have full access to the school site and school at all times.	Head Teacher Inclusion Leader SBM Site Manager	Long Term: In response to need. As part of any building project.	School buildings and school sites to be made more accessible for disabled pupils, staff & members of the school community.

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	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>Drama Therapist and Emotional Literacy Support Assistant x 2 in place and provided with supervision and support as necessary.</p> <p>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 etc.</p> <p>Emotional Wellbeing Practitioner in place to support families, deliver parent support drop in sessions, deliver assemblies as appropriate and deliver small group sessions.</p> <p>Zones of regulation and calm corners in place in all classrooms.</p> <p>Drawing and Talking Therapy available as necessary</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> <p>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.</p>

2.2	Train staff to a standard that ensures that the needs of all children are met.	<p>Roll out training from outside agencies as appropriate and on a needs basis for individuals.</p> <p>Roll out timetable of support staff peer observation of best practice.</p> <p>Staff attending SEND training to cascade back to all support staff.</p> <p>New LSAs to shadow existing LSAs, and be trained by lead LSA for EYFS/KS1.</p>	<p>External professionals</p> <p>Inclusion Leader and SEND Team</p>	Ongoing	Children will be well supported by appropriately trained and highly skilled staff who have an understanding of SEND.
2.3	Provide LSAs with opportunity for observation of 'best practice' support for children with SEND	Lead LSA for reception and KS1 in place.	Inclusion Leader	Ongoing	Children will be well supported by appropriately trained and highly skilled LSAs.
2.4	Train staff in safe feeding and aspiration.	<p>Annual training sought from Speech and Language Team.</p> <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>	Inclusion Leader/Lunch Table Support Team and TA as relevant	September 2026	Children with issues around feeding and aspiration can access school for the full day and eat in safety

		<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>		Ongoing	
2.5	Classrooms are organised to promote the participation and independence of all pupils.	<p>Review and implement a preferred layout of furniture, equipment and resources to support learners on an individual class basis.</p> <p>Classrooms to remain decluttered in order to improve focus and attention of children.</p> <p>Concentration Stations, appropriate seating, fiddle toys, weighted jackets/blankets etc to be made available to children as necessary</p> <p>Hearing loops and mini mics in place as necessary for children with hearing impairment.</p>	Inclusion Leader, Teaching Staff and LSAs	Annually and in Autumn Term	<p>Pupils with SEND feel safe, supported and are able to learn.</p> <p>The environment is adapted, according to needs</p>
2.6	All children to have access to high quality teaching	Quality First Teaching strategies embedded in teaching across the school.	Inclusion Leader and all class staff	Ongoing	

	and learning that meets the needs of individuals				All children will be able to access learning that is differentiated as appropriate and delivered in a way that meets the needs of individuals.
2.7	Risk Assessments enable children with disabilities full access to activities/outings	Advice sought from external agencies if appropriate. Extra staff on trips if needed. Individual risk assessments as needed. Use of wheelchair, buggy, reins as needed.	Inclusion Leader	Ongoing	Children with disabilities access school trips/ special events safely and are fully included
2.8	When planning the deployment of additional adults, there is a consideration of pupils with disabilities	Ensure there are enough members of staff according to the needs of the current cohort. Applications for funding EYSIF, SCIP, SALEP and EHCP will be made as appropriate and in a timely fashion.	Inclusion Leader Head Teacher SLT	Ongoing	Children with disabilities benefit from appropriate staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.
2.9	Through the course of the school day, children with sensory processing/integration difficulties are considered and appropriate	Children with sensory processing/integration difficulties are supported in accessing the curriculum by; <ul style="list-style-type: none"> - accessing sensory circuits - having access to safe and appropriate opportunities 	Inclusion Leader and all class staff	Ongoing	Children with sensory processing/integration difficulties will access the curriculum and school with success.

	adjustments made for them.	for movement and other sensory input as required - providing access to low stimulus areas as required - accessing aids such as ear defenders to reduce impact of overstimulating sound			
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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 SEND and disability at Burlington Infant and Nursery School.	<p>School to publish an SEND 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.</p> <p>School to cascade information relating to information sharing and training opportunities for families of children with SEND.</p>	<p>Inclusion Leader</p> <p>Inclusion Leader</p> <p>SEND Parent Champion</p>	Ongoing and updated annually	<p>Families will have a clear understanding of the support available for their children. Families will access a good level of support.</p> <p>Parents and children to access the support of services through the AFC Local Offer.</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>SEND Whatsapp parent support group in place.</p> <p>Termly SEND coffee mornings and workshops.</p>	<p>Inclusion Leader</p> <p>SEND governor</p>		<p>Parents of children with SEND will have access to the support and advice 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>Inclusion Leader</p>	<p>Ongoing</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 to have access to The Family Links parenting course</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>

		<p>Weekly parenting tips published in the school newsletter.</p> <p>One to one bespoke parenting advice offered as needed.</p>			
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