BUCKINGHAMSHIRE COUNTY COUNCIL

Buckingham Primary School Accessibility

Policy 2024 - 2027

Date of next review: November 2026

Purpose of the Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governing Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

At Buckingham Primary School our values reflect our commitment to an inclusive school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Legal Background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. In addition, this document meets the requirements of the Department for Education (DfE) guidance on the Equality Act 2010. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Buckingham Primary School we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, 'special educational needs' refers to learning difficulty that requires special educational provision.
The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equalities Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

Contextual Information

The school building and playgrounds are accessible for wheelchair users. We have lifts and ramps indoors and the vast majority of outdoor spaces, including the school field, are accessible.

In addition there is:

- Ramped access to Reception and Key Stage One building
- Ramped access to Key Stage Two entrance
- Ramped access to Key Stage Two playground via both Upper and Lower KS2
- Lift to KS2 hall and adapted stairs
- Disabled parking space
- Dropped kerbs in key locations
- Non slip flooring to toilet floors
- Grab handles in several toilets
- Specially designed disabled toilets in KS1 and KS2 buildings
- Hoist installed in a toilet in the KS2 building
- Training of staff for supporting children with disabilities
- Facilities for administering medicine

Buckingham Primary School Accessibility Plan Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, Governors, parents / carers and visitors.	• Ensure the school staff & Governors are aware of access issues ('access' meaning 'access to' and • 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and Governors can access areas of school used for meetings • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Work with families who need additional support e.g. picking up from front entrance • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed by site team when pupil or adult becomes physically impaired • Communication in print around school to help children's understanding and visual recognition.	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & Governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
To ensure that all policies consider the implications of disability access.	• Consider during review of policies.	On-going	• Policies reflect current legislation.

To maintain safety for visually impaired people.	• Check if any children have a visual impairment resulting in highlighting being needed on steps, edges and other edges • Check exterior lighting is working on a regular basis	Annually, and as new children join the school throughout the year	• Visually impaired people feel safe in school grounds.

To enable all children to access lunchtime facilities.	Ensure children who are sensitive to the lunchtime hall environment are able to eat in Nurture lunch, in a smaller, quieter environment and have more time during lunchtime.	Daily	• All children can access adequate time for lunch in a nurturing environment.
To ensure there are enough fire exits around school that are suitable for people with a disability.	Daily health and safety checks of the school and its surroundings. Ensure staff are aware of the need to keep fire exits clear.	Daily	• All disabled personnel and pupils have safe exits from school.
To enable whole school evacuation.	Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed. Practice termly to ensure safe exit.	Annually, and as new children join the school throughout the year	• All physically disabled persons can be safely evacuated.
To provide accessible car parking.	Disabled members of staff and visitors have a place to park in the staff car park near the main entrance to the school. Parents who need easier access to school are able to park in main car park and access school via main office – central list kept.	On-going	• There is a place for disabled members of staff and visitors to park throughout the school day.
To ensure school gates are accessible to all.	The main gate into the school is on timer and opened to allow people with mobility issues/ wheelchairs to access the playground.	On-going	All parents/ visitors can access the playground.

To ensure that all parents and other members of the school community can access information.	Staff to hold parents' evenings either in person or on zoom and send home written end of years report. Tours held in person and additional information on website. Communication to parents is translated for families with English as an additional language.	On-going	Parents/ carers are informed of children's progress and of relevant school information.

Buckingham Primary School Accessibility Plan Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
To ensure access to learning in class provision.	Review children with SEND's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. Ongoing monitoring from SENDCo. Liaise with external professions e.g. SALT/OT/ EP to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions.	On-going	• All pupils have equal access to a broad and balanced curriculum.
School visits and trips need to be accessible to all pupils.	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability. Ensure staff are fully briefed with regards to children with SEND.	On-going	• All pupils are able to access school trips and take part in a range of activities.

To ensure PE curriculum is accessible to all pupils.	Monitor PE curriculum to include disability sports and provide adaptations where necessary.	On-going	• All pupils have access to PE and are able to excel, for example via support from an adult. • SEN pupils in year 5 go swimming and have access to support if needed.
To ensure children with disabilities can take part equally in whole school events, lunchtime and after school activities.	Ensure whole school events can be adapted to include all children. Discuss with staff who run out of school clubs, wrap around and people running other clubs after school. Support is needed to be available for children with disabilities.	As required	• Children with disabilities feel able to participate equally in enrichment and out of school activities.
To ensure all staff have specific training on disability issues.	Identify training needs at regular meetings	On-going	• Increased confidence of staff to support children with disabilities.
To provide good communication with parents.	Ensure parents have access to our SEND policy and Annual Information Report, currently on the school website. Parents are able to access termly Parent Evenings and end of year reports. Parents meet regularly with class teacher and / or SENDCo to access further support and advice. Coffee events set up termly for parents of children with SEN to attend.	On-going	• Parent/school communication is strong. • Parents confidently contact SENDCo for support and advice.
To ensure pupils with SEND are included in Pupil Voice.	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed. Pupils with SEND included in School Council. Pupils with SEND have leadership roles within school resulting in their voices being heard.	On-going	• Pupil voice is heard and acted upon.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	On-going	• Barriers to learning will be reduced or removed, enabling children to achieve their full potential.

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 the governing board.

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 and disabilities (SEND) Annual Information Report
- Special Educational needs and disabilities (SEND) policy
- Supporting pupils with medical conditions policy