Burghfield Common Federation

Mrs Bland's Infant and Nursery School

and

Garland Junior School

Accessibility Plan

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The Equality Act 2010 and DfE guidance for schools state:

Schools' duties around accessibility for disabled pupils

The Equality Act outlaws discrimination by schools and Local Authorities against either current or prospective pupils in their access to education. It is a requirement that schools implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Burghfield Common Federation (BCF) aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community fairly and with respect and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The federation aims to work closely with disabled pupils, their families, and any relevant outside agencies in order to remove or minimise any potential barriers to learning. Our federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our schools aim to promote respect for difference and diversity in line with our values;

- **Perseverance -** learning with confidence and without fear of failure
- **Kindness -** showing consideration and concern for others
- **Respect and Good Manners -** caring for one another and valuing difference
- **Teamwork -** growing together through shared experiences

Our Aims are:

• To increase access to the curriculum for pupils with a disability, medical condition or other access needs.

• To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.

• To improve the delivery of information to pupils, staff, parents/carers and other members of the schools' community.

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the schools within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The BCF Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes 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 within a reasonable timeframe. (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the schools, adding specialist facilities as necessary – this covers improvements to the physical environment of the schools and physical aids to access education within a reasonable timeframe.

- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the schools and federation events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole federation training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Links to Other Policies
The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
Health & Safety Policy
Special Educational Needs Policy and Information report and Local Offer
Equality Information and Objectives
Supporting Children with Medical Conditions and Administration of Medicines Policy
Trips and Residential Visits Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice
We gather information about any disability or health condition in early communications with parents and carers of children who are new to the federation. For parents and carers of children already at the schools, we ask parents to keep the schools informed of any changes to the information they have provided.

Physical Environment
There are no areas of the schools to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum
Through planning for individual needs, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information
Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit
The **Infant** school is housed in 3 separate one-storey buildings. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a hatch, which is not currently accessible to wheelchair users. Wheelchair users or smaller people would need office staff to open the office door.

Whilst we acknowledge that the size of the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises.
The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when necessary.

There are disabled toilet facilities available in 2 of our buildings. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

The **Junior** school is housed in one, one-storey building with the addition of a separate, recently refurbished building known as The Hub. The school is fully accessible, being all on one level with access ramps, and has disabled toilet facilities.
Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly point is on the playground.
The school car park has one disabled space.

Both schools
All pupils are encouraged to take part In the full curriculum, lessons and activities are adapted where necessary to facilitate this.
Photographs of children with specific medical needs or allergies are displayed in the relevant staffroom and school office.

Management, coordination and implementation and review
• We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
• The Governors and Senior Leadership Team work closely with the Local Authority.
• We work closely with parents to consider their children's needs.
• This policy is reviewed annually and/or as children's needs change.
• The annual review is then shared with staff.
• We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints
The schools work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Executive Headteacher.
Please see the complaints policy on the website.

Associated Policies:
Health & Safety Policy
Special Educational Needs Policy and Information report and Local Offer
Equality Information and Objectives
Supporting Children with Medical Conditions and Administration of Medicines Policy
Trips and Residential Visits Policy

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.				
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	June - July annually	HT EYFS Leader and teachers	Provision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & Deputy/SENCo	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT/SENCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To liaise with staff who need adapted or additional provision	Complete a health and safety audit and accessibility audit with relevant staff	As need arises	Operations manager/SLT	Provision set in place to ensure staff **can** fulfil their role effectively

To have written material available in alternative formats	– Office to read through correspondence and support completion of forms, where required	Ongoing	SLT/Office staff	Parents able to access school information in home languages
To improve availability of information for parents	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc - display appropriate leaflets for parents to collect	Ongoing	SLT/Office staff	Parents able to access all information they require
Training for teachers on differentiating the curriculum and effective communication with parents	Staff training and meetings with parents of SEN pupils arranged	As new staff start/ as need arises	SLT/office staff	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	Staff training where needed to meet specific needs On-going training on ASD	As new staff start/ as need arises	SLT/SenCo	Increased access to the curriculum The needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	Specific training in word processing skills through Touch Type Programme Laptops Sloping boards and adjustable tables for pupils with fatigue problems or physical disability	As need arises	SLT/SenCo	Increased access to the Curriculum The needs of all learners met.

	Coloured overlays for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip difficulty Staff trained as appropriate Sensory cushions for ADHD/ASD			
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	For ASD pupils consider classroom design and colour etc. To review and update following discussions with adviser and parents and pupils	As needed/assessed	SLT/SenCo	Areas maintained on a regular basis
Provision of wheelchair accessible toilets with changing facilities	Maintain a wheelchair accessible toilet in EYFS with changing table in Little Acorns	As needed	SLT/SenCo	The physical accessibility of school increased
Staff training in wheelchair use, especially when going to Forest School	Disability buggy to be used for access to the woods for Forest School Ensure place for wheelchair to be stored Ensure care plan read and understood by all staff	As needed	SLT/SenCo/FSchool leader	Accessibility of school and play areas increased Physically impaired pupils able to access all areas

Garland Junior School Accessibility Action Plan 2026-2029

Target	Strategy	Intended Outcome	Timeframe/ Responsibility	Progress
Accessibility Plan is a regular item at governor meetings		Accessibility plan reviews documented in governing board minutes	Ongoing/Clerk to the Governors	Ongoing
To carry out an audit of current provision within the school		Audit completed and any issues added to this plan	Annual SBM/H&S Governor	Completed annually
To improve and maintain access to the physical environment	Any adjustments, adaptations made where necessary to the Learning Hub	Pupils able to access these areas safely and independently	Ongoing, SENCo, SBM	Reviews of the building have taken place and a number of works have been completed regarding door access
To ensure all policies consider the implication of disability access	Consider during review of policies	Policies reflect current legislation.	Ongoing – Senior Leadership Team	Full review of SEND policy and report completed annually
To ensure staff are suitably trained to meet the needs of children with SEND	SENCo to review the needs of children and provide training as required	Staff are equipped to enable all children to access the curriculum	Ongoing according to pupil and staff needs	All staff have received a series of training sessions
To ensure all areas of the wider curriculum are increasingly accessible to all pupils	Keep the wider curriculum under review	Barriers to participation are reduced/removed where possible	Ongoing as curriculum changes – senior and middle leaders	Ongoing
To ensure school information is accessible to all parents/carers	Consider parental communication needs at every information sharing opportunity and ensure that all stakeholders can access the information	Increased parental engagement and participation. Fewer pupils identified as persistently absent	Annual Senior Leadership Team	Parent meetings completed in different formats depending on need