Accessibility Plan 2026-2029

Burnside Primary School

Be Safe, Be Smart, Be Kind

1. Aims and Vision

Schools are required under the Equality Act 2010 to have a comprehensive, published accessibility plan. At Burnside Primary School, our compliance with this statutory duty is driven by our core school motto: **Be Safe, Be Smart, Be Kind**.

The strategic purposes of this plan are to show how our school intends over time to increase accessibility across three core areas for disabled pupils, staff, parents, carers, and visitors:

- **Increase Curriculum Participation** Ensure that our academic ambitions are uncompromised and that adaptive teaching allows all children to experience meaningful success across the curriculum. This covers teaching and learning alongside the wider curriculum, ensuring equal access to after-school clubs, leisure, cultural activities, and educational visits. It includes providing specialist or auxiliary aids and equipment within a reasonable timeframe so that disabled pupils are equally prepared for life.
- **Improve the Physical Environment** Enable disabled pupils, staff, and visitors to take full advantage of the rich education, benefits, facilities, and services provided across our entire school site, adding specialist facilities as necessary.
- **Enhance Information Delivery** Deliver timely, clear, and multi-format written information—including handouts, timetables, textbooks, and information about school events—to disabled pupils, parents, and visitors to completely remove communication barriers within a reasonable timeframe.

Burnside Primary School treats all individuals fairly and with absolute respect. We are dedicated to providing equitable access and opportunities across all phases of development, from our two-year-old Budding Explorers up to Upper Key Stage 2.

Our commitment extends to supporting the families of our pupils and young carers, ensuring our communication and physical spaces are accessible to parents or carers who live with disabilities or long-term illnesses. This plan is resourced, implemented, reviewed, and reported on annually. It is published online on our school website, and paper copies are readily available upon request from the main school office.

2. Legislation and Guidance

This document meets the statutory requirements of Schedule 10 of the Equality Act 2010 and complies fully with the Department for Education (DfE) statutory guidance on

the Public Sector Equality Duty (PSED). The Equality Act 2010 replaced all legacy equality legislation, including the Disability Discrimination Act.

The Equality Act 2010 defines an individual as disabled if:

- He or she has a physical or mental impairment.
- The impairment has a **substantial** and **long-term** adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, "long-term" is defined as a duration of twelve months or more, and "substantial" is defined as an impact that is more than minor or trivial. This definition covers sensory impairments (affecting sight or hearing), neurodivergent profiles (such as autism and ADHD), and long-term health conditions (including asthma, diabetes, epilepsy, and cancer).

Our leadership team and Governing Board are legally accountable for making "reasonable adjustments" for pupils with disabilities to alleviate any substantial disadvantage they may face compared to their non-disabled peers. This plan is structured to explicitly complement and support the school's broader Equality Objectives.

3. Action Plan

This integrated action plan outlines the strategic targets, required actions, key responsibilities, and clear success criteria for Burnside Primary School, established following a comprehensive accessibility audit of our site and learning provisions.

Area 1: Increasing Curriculum Access

Our goal is to enhance staff knowledge, skills, and understanding through targeted Continuous Professional Development (CPD) to promote excellent, inclusive teaching and learning for all children.

- **Establish a Whole-School Inclusive CPD Model**
    - *Strategic Action:* Identify ongoing staff CPD needs, reinforcing that adaptive practice applies to everyone equally. Foster flexible approaches to staff deployment across different school phases and incorporate interchangeability within support teams to strengthen delivery.
    - *Key Responsibilities:* Headteacher (Miss Ramsay), SENDCO (Mrs Burnip), and EYFS Senior Leader (Mrs McCaw)
    - *Timescale & Cost:* Continuous review cycles (Covered via CPD budget)

    - *Success Criteria:* All teachers and TAs function as SEND-adaptive professionals, demonstrating raised confidence and visible pupil participation across all classrooms.

- **Model Best Practice and Partner Collaboration**
    - *Strategic Action:* Ensure all staff remain fully aware of the distinct needs of disabled children when designing an enabling environment. Model best practices to one another, use flexible peer observations, and actively integrate strategies learned from specialist partners.
    - *Key Responsibilities:* All Teaching Staff and SENDCO (Mrs Burnip)
    - *Timescale & Cost:* Ongoing across the academic year (Delegated SEN budget)
    - *Success Criteria:* A unified "SEND Team" approach where all staff successfully co-create the most inclusive learning environment for every child.
- **Anticipatory Educational Visits Planning**
    - *Strategic Action:* Formally assess every potential venue and transport provider for accessibility before agreeing that a school trip or residential visit is viable.
    - *Key Responsibilities:* Headteacher (Miss Ramsay), School Business Manager (Mrs Jen Ramsay), and Class Teachers
    - *Timescale & Cost:* Anticipatory, in advance of all off-site events (Zero operational cost)
    - *Success Criteria:* 100% participation of all pupils in a wide range of activities and visits, with no child excluded on the basis of a disability or mobility constraint.
- **Targeted Physical Education and Adaptive Activity**
    - *Strategic Action:* Consult with and act upon the advice of specialist PE teachers to help adapt, shape, and differentiate the physical education curriculum. Ensure access to additional specialized exercise opportunities for pupils with physical disabilities.
    - *Key Responsibilities:* School Leadership Team and PE Lead
    - *Timescale & Cost:* Monitored termly (PE and Sport Premium allocation)

    - *Success Criteria:* Enhanced inclusion and physical innovation for pupils with physical disabilities, ensuring equal opportunity to participate in sport.

- **Address Emotional and Psychological Barriers**
    - *Strategic Action:* Embed strategies for promoting positive mental health, emotional wellbeing, and resilience into the school's core ethos. Equip staff with robust mechanisms to manage and support pupil self-regulation.
    - *Key Responsibilities:* Mental Health Lead and All Staff
    - *Timescale & Cost:* Continuous across all terms (Pastoral support funding)
    - *Success Criteria:* Children feel safe and secure, accessing targeted strategies independently to dismantle emotional barriers to learning before they escalate.

Area 2: Improving the Physical Environment

Our school site is extensive both inside and out, featuring a spacious layout and dedicated outdoor play classrooms where we place a high value on outdoor learning. We continuously review our physical environment to optimize access for all users.

- **Proactive Playground Regulation Support**
    - *Strategic Action:* Establish clear visual signage for our extensive outdoor areas. Implement a consistent playground behaviour framework focused explicitly on *kind hands, feet, and words*.
    - *Key Responsibilities:* Headteacher (Miss Ramsay), Midday Supervisors, and Governing Board
    - *Timescale & Cost:* Implemented by Autumn Term (Estates budget)
    - *Success Criteria:* Reduced playground dysregulation, ensuring a safe, inclusive, and highly enjoyable outdoor play experience for all pupils.
- **Deploy Tailored Classroom Workstations**
    - *Strategic Action:* Audit and adapt individual classrooms to feature individualised workstations with limited sensory distractions where required. Standardise the use of visual timetables and communication widgets.
    - *Key Responsibilities:* Headteacher (Miss Ramsay) and All Classroom Teachers

    - *Timescale & Cost:* Ongoing review (Curriculum resource allocation)
    - *Success Criteria:* Heightened flexibility across the school site, giving neurodivergent or easily overwhelmed pupils a structured, calm space to work independently.

- **Continuous Physical Accessibility Audits**
    - *Strategic Action:* Continuously audit the extensive school grounds and buildings to ensure fixtures, fittings, and handles remain highly visible, reachable, and accessible to wheelchair users and individuals with physical disabilities.
    - *Key Responsibilities:* SENDCO (Mrs Burnip), School Business Manager (Mrs Jen Ramsay), and Caretaker (Mr Roger Marks)
    - *Timescale & Cost:* Continuous tracking (Maintained via premises capital budget)
    - *Success Criteria:* Pupils, staff, parents, grandparents, and community visitors with physical disabilities access all rooms, patio doors, and facilities on an equal basis.

Area 3: Improving the Delivery of Written Information

Our constantly improving ICT infrastructure enables us to be highly responsive in meeting a range of communication needs, ensuring information is converted into preferred formats within a reasonable timeframe.

- **Maximise Assistive Technology Integration**
    - *Strategic Action:* Proactively acquire and make assistive hardware and software available to meet specific pupil communication and learning needs, matching text-to-speech or magnification requirements.
    - *Key Responsibilities:* Computing Lead (Miss Croft) and All Staff
    - *Timescale & Cost:* Monitored termly (IT Infrastructure funding)
    - *Success Criteria:* Pupils with visual, auditory, or communication impairments use assistive technology confidently to independently access curriculum areas that would otherwise be inaccessible.

- **Multi-Format Information Conversion Readiness**
    - *Strategic Action:* Develop and maintain deep staff awareness of external agencies and digital services available for converting standard written school communication into alternative formats.
    - *Key Responsibilities:* All Teaching and Administration Staff
    - *Timescale & Cost:* As required upon identification of need (Minimal operational cost)
    - *Success Criteria:* Staff swiftly connect with local partners to provide written materials in alternative formats, languages, or signed communication when specifically requested by families or visitors.
- **Targeted Support for Dyslexic Learners**
    - *Strategic Action:* Provide targeted staff training on clear layout principles, accessible fonts, and visual styling adjustments to better support dyslexic children. Distribute and embed evidence-based dyslexia style guides across all planning tiers.
    - *Key Responsibilities:* SENDCO (Mrs Burnip) and All Teaching Staff
    - *Timescale & Cost:* Ongoing CPD cycles (Covered via curriculum resources)
    - *Success Criteria:* Dyslexic pupils access written text, worksheets, and books more readily, benefiting from consistent, supportive presentation styles school-wide.
- **Deploy Simplified Communication Formats**
    - *Strategic Action:* Explore, develop, and implement simplified formatting approaches to make key messages easily understood by anyone. This includes clear visual timetables for pupils and simplified, direct, high-contrast text communications for parents and carers.
    - *Key Responsibilities:* All School Staff
    - *Timescale & Cost:* Continuous monitoring (Administrative operational budget)
    - *Success Criteria:* Structural and administrative barriers to written information diminish, ensuring all families remain fully informed of school events and expectations.

4. Monitoring Arrangements

This Accessibility Plan is a statutory document that is fully resourced, implemented, and systematically reviewed. To ensure total compliance and continuous improvement:

- The operational targets, intervention impacts, and progress markers of this plan are formally reviewed and reported on **annually** by Burnside Primary School leadership.
- A comprehensive overhaul, consultation, and revision of the plan occurs **every three years** via a working party consisting of the Headteacher, SENDCO, School Business Manager, and any representative members of our Governing Board.
- This plan is routinely evaluated against school-wide progress metrics, parental feedback data, and direct input from our pupil School Council to ensure it accurately reflects the lived experience of our community.
- Full statutory approval of this plan and its subsequent revisions rests entirely with the Governing Board.

5. Links with Other Statutory Policies

To maintain structural cohesion and ensure compliance with Ofsted and DfE inspection frameworks, this Accessibility Plan must be read and implemented in conjunction with the following statutory school documents:

- **Special Educational Needs and Disability (SEND) Information Report** Outlines our school-specific graduated response, intervention mapping, and daily classroom provision structures.
- **Equality Information and Objectives Statement** Highlights our broad Public Sector Equality Duty compliance, ensuring complete protection against discrimination across all protected characteristics.
- **Supporting Pupils with Medical Conditions Procedures** Details our procedures for managing complex medication, individual healthcare plans (IHCPs), and emergency medical adjustments.
- **Health and Safety Policy** Governs the risk management, structural integrity, and safe physical operation of our entire school site and grounds.
- **Risk Assessment Policy** Sets out our proactive measures for identifying and neutralising barriers to safety across both daily school routines and external excursions.
- **School Behaviour Policy** Aligns our high behavioural expectations with reasonable, dignified adjustments for pupils with specific learning, emotional, or sensory needs under our promise to *Be Safe, Be Smart, Be Kind*.

Appendix 1: Accessible Communication Resources and Guidance

To support the delivery of written information in alternative formats, Burnside Primary School maintains structural links with and utilizes the following professional tools, frameworks, and specialist providers:

- **Accessible Communication Formats:** Statutory UK Government guidance on selecting appropriate communication formats for distinct access needs.
- **Creating Accessible Documents Factsheet (AbilityNet):** Operational technical guidance for constructing digital documents that interface perfectly with screen readers and text-to-speech tools.
- **UK Association for Accessible Formats (UKAAF):** Strategic industry standards detailing proper formatting configurations for individuals with print impairments.
- **The Sensory Trust Information Sheets:** Practical formatting instructions for calculating optimal contrast ratios, layout flow, and clear, large print boundaries.
- **Am I Making Myself Clear? (Mencap):** Evidence-based guidelines for writing accessible, straightforward, and highly scannable print information.
- **Dyslexia Style Guide (British Dyslexia Association):** Actionable advice for formatting text (including line spacing, font choice, and background shading) to minimize visual distortion for dyslexic readers.
- **CustomEyes Books:** A specialized national scheme allowing schools to acquire large print, tailor-made books matched directly to standard retail prices. This covers early picture books, fiction, non-fiction, the Oxford Reading Tree scheme, and core Key Stage 2 reading texts or textbooks.
- **Northumberland County Blind Association:** Our regional partner available to undertake formal commissions to safely transcribe school documentation, letters, and policies directly into Braille format as required.
- **Easy Read UK:** A professional translation and conversion service utilized to transform complex text-based policy or administrative documents into clear, image-supported Easy Read formats.