

Burley St. Matthias
C of E Primary School



Accessibility Plan

2025-2028

Date Policy Ratified	19.5.25
Date Policy Reviewed	May 2028
Chair of Governors	H Butt and H Bithell

Introduction

Burley St Matthias Primary School has adopted this accessibility plan in line with the school's Special Educational Needs Policy and SEND Information Report with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged in their learning. This plan has been created in response to the recommendations made in our school's last access audit which took place in February 2025.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). Our Accessibility Plan explains how we ensure equal opportunities for all of our students by considering how we increase access to the curriculum, physical access to the school and access to information particular for pupils with SEND. This accessibility plan provides an outline of how we will manage this part of the SEND provision.

Please refer to our Special Educational Needs Policy and SEND information Report for an outline of our full provision for supporting pupils with SEND, which are electronically available on our school website or hard copies can be requested in our main school office.

Legislation and Guidance

Definition of special educational needs

In this policy, 'special educational needs' refers to a 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.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The school holds data on pupils with a disability in two ways:

- Special Education Needs: Codes are used in compliance with the SEN Code of Practice to indicate where pupils have a disability which specifically affects their ability to learn. These pupil's needs are covered further in our SEND policy.
- Medical Needs: Pupil's with specific medical needs are recorded in our management information system and all staff have relevant access to this information. Training is put in place to ensure medical needs are fully supported.

School Mission Statement

Burley St Matthias C of E Primary School is a learning, living, loving community, founded on Christian principles, to welcome and serve children and families of all faiths, beliefs and backgrounds:

- Learning: We are all committed to developing whole-life-learners who are eager to rise to all challenges and brave enough to take risks – overcoming obstacles through effort, encouragement and friendship, pursuing excellence in all things and thoroughly enjoying the journey.
- Living: We will provide an environment and experiences which inspire our children to embrace life, to connect and contribute to the awesome world in which we live, to care for one another and to have fun being children.
- Loving: Our school family believes in nurturing all our children in atmosphere of love, respect and trust. All are well known and valued in their uniqueness and supported to grow in confidence and self-esteem, secure in the knowledge that

Everyone is Special.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school serves a diverse population and has a good track record of providing a good quality education for pupils with a range of disabilities. We endeavour to never exclude a pupil from any area of the curriculum or wider school life due to a disability and commits to doing everything in our power to ensure that this continues to be the case for future pupils and future activities.

Burley St Matthias has successfully included children with a range of needs, including speech and language difficulties, visual impairments and mild mobility problems. Our staff attend additional training courses to raise awareness and work closely with outside professionals to ensure the best possible provision for children with specific impairments.

However, due to the physical nature of our building, we continue to experience some accessibility issues. We are a split-site primary school, with a busy road separating the North and South buildings. Our school have and continue to undertake thorough investigations together with Leeds City Council to make the site as accessible as possible under The Equality Act 2010. Leeds City Council has agreed that all reasonable adjustments have been made, however, as a consequence of the physical nature of the building, we do continue to experience accessibility issues in the following areas:

- our school site is only accessible to wheelchair users on the ground floor of the South Site and there are no lift facilities.
- the busy road that splits the two sites continues to create safety issues for some pupils and as a consequence, some pupils cannot safely cross the road to access different areas of school e.g. pupils in the KS1 North building not being able to access the dining hall in the KS2 South building. When this is the case, we endeavor to make as many reasonable adjustments as possible and any pupils that are affected by this have their own Individual Pupil Risk Assessment (IPRA) and Personal Emergency Evacuation Plan (PEEP) in place. Children that don't cross the road for safety reasons are in a lunchtime club with other peers and adult supervision.
- not being able to alter doors and corridors has meant at times that we have not being able to safely evacuate pupils in the case of a fire or other emergencies and when this has been the case, we have worked closely with the Health and Safety team to explore all possible options. In some cases, solutions have been found, but in other cases they haven't and on several occasions, Leeds City Council has deemed our site unsafe for pupils with specific SEND needs.

The curriculum we hope to provide

Our school motto, 'Everyone is special' underpins and supports our ambition for pupils with special educational needs and/or disabilities and drives our focus for ensuring all barriers, created by our context, are removed wherever possible, in all areas of school life. We subscribe to the social model of disability and aim to do this by endorsing the key elements of The SEND Code of Practice 0 to 25 Years (DfE, 2014). The way in which we do this is set out below:

1. Setting suitable challenges

Teachers will set high expectations for every pupil. They will plan stretching work for pupils whose attainment is significantly above the expected standard and there is a great obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers will use appropriate assessment to set realistic targets which are deliberately ambitious.

2. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

Teachers will take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons will be planned to ensure that every pupil achieves. In many cases, such planning will mean that SEND pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. Some pupils will need access to specialist equipment and different approaches. The different approaches that we use, which are referenced in The SEN Code of Practice, are as follows:

- With quality-first teaching, that recognises pupil's individual needs. At Burley St Matthias, we have developed a 'BSM Teaching Toolkit' which allows staff to draw upon research-based approaches and strategies to help support the needs of all children.
- Through adaptive quality-first teaching and reasonable adjustments in the classroom to ensure that pupils can still access the whole curriculum if adaptations are made. Many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teaching children to use their tools and aids to overcome barriers will also support them later in life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

- Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Action Plan

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. The **Resources Committee** of the governing body will take responsibility for overseeing this work on an annual basis in conjunction with the SENCo. The Equalities Governor is Hannah Bithell.

2022-2025- Evaluation and Impact

Priority area Objectives- <i>What needs developing?</i>	Success Criteria <i>What will it look like when we have achieved it?</i>	Tasks <i>What will we need to do to make this happen?</i>	Actioned by <i>Who will make this happen?</i>	Timescales <i>By When?</i>	Monitoring <i>Who will check that it is happening?</i>	Resources/ Training <i>Implications/finance involved?</i>	Links to other school policies/plans	Impact
Staff Training								
STARs Training All teaching and support staff will have completed AET 'Schools	Staff have completed training and able to use skills to support children displaying characteristics of	SENCo to email STARs to arrange and coordinate time with SLT.	SENCo SLT	Dec 2023 Yes- took place October 2023- staff training	SENCo	£895	Staff performance management SEND information report	All staff now trained and we have a commitment to ensure that any new staff joining, also receive this training.

Good Autism Practice' Tier 2 training.	autism.			day.			SEND policy	Staff more confident in supporting pupils and strategies evident during observations and learning walks.
Teaching & Learning								
SpLD training for staff to support teaching and learning All teaching staff will have an awareness of what Specific Learning difficulties (SpLD) linked to dyslexia and literacy difficulties look like in the classroom and how to support individual pupil needs in these areas.	Staff to be able to use strategies for supporting SpLD in classroom through the different waves of provision. Writing and reading progress for pupils identified as having a SpLD linked to literacy difficulties will have improved, which will be monitored through our Nessy reading and spelling online programme and screener.	SENCo to deliver training via two staff meetings. SENCo attended training with SENIT Team- 22.11.22	SENCo SLT	July 2023 2x staff meetings- June 2023	SENCo	Free	SEND SDP Staff performance management SEND information report SEND policy	Strategies now evident on passports and now part of our 'Inclusive Classroom Checklist.' Further strengthened our identification process through using Dyslexia Portfolio and MLD figures are at an all time low, as a result.
School building- Major								
1. KS1 changing facility To create a changing facility in the KS1 building to increase access for pupils who	Full and permanent changing facilities to be made available in the KS1 building for children requiring changing.	SENCo and business manager to discuss at SLT and decide on next steps. Involve Health and Safety Team	JT SLT SENCo LCC	Oct 2022 Sept 2023	JT SENCo KC	£19,041.47- LCC to fund 90%	Resources Committee	Care suite now in place and all relevant staff received intimate care training. Increased our overall

require changing		if needed.						accessibility as school.
2. Additional SEND Spaces To create additional space for a nurture provision room so that pupils with complex SEND needs can access an appropriate and safe education outside of the classroom when appropriate. This will impact on the KS1 library and a further space for a KS1 library will need to be identified.	A space for children with additional and complex needs created, which prevents disruption of other's learning and is safe, nurturing and fit for purpose. KS1 library is relocated.	SENCo & HT to visit other schools with additional space/ nurture provision SENCo & HT to work on business plan in conjunction with EP Business plan to be submitted to Access Officer	SENCo HT SLT Business Manager	Sept 2024 Some areas completed Sept 2024 and Jan 2025. Ongoing into 2025-2028 action plan.	SENCo KC JT	To be explored	Resources Committee	SENCo & HT carried out extensive visits to other settings. KS2 nurture classroom and regulation room in place from September 2024 and allowing more children to access the classroom and whole class teaching because they have an additional space to learn in between. Better able to regulate emotions knowing a safe space is in place. Reduced incidents from most challenging cohort. KS1 library in place from January 2025. Next step: to submit business plan for KS1 nurture and regulation space.

School building- Minor								
Displays and signs To make information in the main office and wider school accessible for pupils, prospective pupils and visitors who have visual impairments and may have difficulties with standard forms of printed information.	Visitors, pupils and prospective pupils with visual impairments will be able to access information, signs and displays in the main office and wider school.	Seek support and advice from Visual Impairment Team and explore cost of recommendations	JT SENCo Resources Committee	January 2025	JT SENCo	Cost for adaptations to be explored	Resources Committee	Website states that additional copies of school policies or documents can be adjusted as needed. Further work around commitment to asking visitors in advance. This will be placed on the 2025-2028 action plan.

2025-2028 Action Plan

Priority area Objectives- <i>What needs developing?</i>	Success Criteria <i>What will it look like when we have achieved it?</i>	Tasks <i>What will we need to do to make this happen?</i>	Actioned by <i>Who will make this happen?</i>	Timescales <i>By When?</i>	Monitoring <i>Who will check that it is happening?</i>	Resources/ Training <i>Implications/finance involved?</i>	Links to other school policies/plans	Impact
Staff Training								
Clicker training for all staff to support writing and writing accessibility across school.	Staff have completed training and able to use skills to support children identified as having	SLT meeting to discuss timeline for next academic year	SENCo SLT	September 2027	SENCo	To be explored	SEND information report SEND policy	

	literacy/ writing difficulties. Staff more confident in using Clicker to support the needs of our children. Staff able to use Clicker, alongside CLARO scan as part of adaptive teaching.	SENCo and SLT to attend training. SENCo to visit Chapel Allerton Primary School. Staff training set aside.						
Teaching & Learning								
Assisted technology and AI is fully embedded across school and the curriculum to support inclusion and meeting the needs of all pupils.	Clicker and CLARO scan become part of our universal provision. More children able to access reading and writing curriculum and be assessed more accurately. Outcomes improved for SEND pupils.	Staff training to be set aside. Further staff meetings to monitor the progress at the implementation stage. Staff to work in teams to share best practice. Data analysis.	SENCo SLT	September 2028	SENCo	Free	SEND SDP Staff performance management SEND information report SEND policy	
School building- Major								

To create a nurture classroom and regulation room in the KS1 building.	A space for children with additional and complex needs created, which prevents disruption of other's learning and is safe, nurturing and fit for purpose. Reduced interruptions to learning. Children better able to regulate emotions and participate in learning. Nurture classrooms and regulation rooms fully up and running in both key stages.	SENCo & SBM to work on business plan. Business plan to be submitted to Access Officer by the end of Spring 2 2025. Await work dates from LCC but recommend work takes place Summer 2025, during the holidays. September 2025- SENCo to work with staff and support staff on using these spaces purposefully.	SENCo SBM	Sept 2026	SENCo SBM	To be explored	Resources Committee	
School building- Minor								
All visitor needs and requirements are met and checked in advance of visiting.	All staff will make a commitment to ask all visitors in advance if they require any arrangements/ assistance to ensure	Member of staff arranging visit to ask via email or telephone if arrangements are needed for their visit.	SENCo All staff	Sept 2026	SENCo		Resources Committee	

	that their visit is accessible. Visitors able to make requests prior to visiting our site.	Member of staff to ensure that arrangements are in place in time for the visit and to seek advice from SENCo if needed. Inventory also asks this question during sign-in procedures.						
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Links with other policies

The school has drawn up an action plan to ensure effective management, coordination and implementation of the outlined actions. The Resources Committee of the governing body will take responsibility for overseeing this work on an annual basis in conjunction with the SENCO.

The Accessibility Plan is in concordance with:

- The SEND Code of Practice
- The Equality Act 2010

Other policies and plans:

- School development plan
- SEN policy
- SEND information report
- Equality objectives

Monitoring Arrangements/ Access

The school makes its accessibility plan available in the following ways:

- As an electronic download on the school's website, enabling users to apply electronic accessibility aids as needed
- As a hard copy from the school office

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school and will be reviewed and updated every three years.

This policy will next be reviewed: February 2026

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