Accessibility & Equality Statement

Burley Gate CE Primary School

Date: September 2026

School lead: Michele Lewis

Governor lead: Jon Hughes

Review Date: September 2029

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 aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 STG.

Aim	Current good practice	Actions	Person	Success criteria
Further develop our curriculum for pupils with additional needs (SEND)	Use of resources tailored to needs of pupils. Effective target setting and monitoring.	Ensure all staff have access to SEND updates. SENCo liaise regularly with staff SENCo/SLT to monitor provision in classes and impact	VG ML TW	100% SEND pupils engage with our new curriculum approach. At least 30% make more than expected progress
To be aware of access needs - staff, pupils, Governors and Parents when visiting school.	Consider access for meetings. Staff are asked to make SLT of any access arrangements they may need. Our visitor booklet mentions telling Admin if require support with access.	SLT to look at new appointment medical information to ensure needs are being met. SENCo to liaise with staff about individual pupil needs. Ensure environment is clutter-free at all times Before meeting with Parents/Visitors ask if they require support	VG ML TW	Everyone can visit Burley Gate and feel supported. Our environment will be clutter free. There will be a space for storage e.g. wheelchairs/aids if required.
Ensure everyone can evacuate safely from the school building.	Ensure regular fire drills in place to see if there are any potential issues anywhere in the building. Our visitor booklet mentions telling Admin if require support with access.	Ensure all staff understand the emergency evacuation procedure. Ensure Admin note any additional requirements when visitors/parents sign in. Ensure that a nominated person(s) is at hand to support wheelchair users.	RW ML TW VG	In the event of a fire, everyone is safely evacuated. PEEPs in place for pupils/staff that require support with evacuation, People with SEND feel safe with procedures in place.
Provide hearing loops/hearing devices in classroom if necessary.	Hearing system in place in classroom working effectively.	Regular communication with Parents/pupils and SENCo Ensure we take advice from other agencies/SEND team.	ML TW VG	Pupils with hearing impairments feel included and given the opportunity to access the full curriculum offer.

Ensure our curriculum meets the needs of all children.	PE HUB scheme allows for adaptations for learners with additional needs.	CPD for staff around how you can adapt activities where necessary. Ensuring all coaches are aware of individual needs before any sessions take place.	ML TW AQ VG	PE is accessible for all pupils
Reduce impact of income equality between families and children.	We support families through reductions in trip costs, food parcels, referral to food banks. Uniform support School funded counselling service Referrals to relevant outside agency support when needed. Reduced rate /free breakfast club and school funded school clubs.	Staff to report to SLT if they know this is an issue. SLT having good communication with Parents.	ML TW	All