



Burbage Primary School's Accessibility Action Plan

November 2025

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, perspective 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 teacher assistants and access arrangements in place for statutory testing.

Aim 1: to increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescale	Responsibilities	Success criteria
<p>To liaise with pre-school providers to prepare for the new intake of children into Reception each year.</p> <p>When joining pre-school, the Pre-School manager will liaise with parents about any additional needs or access arrangements.</p>	To identify who may need adapted or additional provision	Ongoing – particularly summer term each year	Zoe Garbutt EYFS Pre-School Manager and EYFS teacher	Provision will be in place ready for when the child/ren start school.
To liaise with educational establishments to prepare for the intake of new	To identify pupils who may needs adapted or additional provision	Ongoing as needs arise	Zoe Garbutt Lucy Marsh - SENCO	Provision will be in place ready for when the child/ren start school.

children who transfer from other schools in-year.				
Review policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	ongoing	SLT and Governors	All policies clearly reflect inclusive practice and procedures.
To establish and maintain close liaison with parents	To establish and ensure collaboration 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 include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential visits as well as extra-curricular provision	Create a personalised risk assessment and access plans for individual children. Liaise with external agencies, identifying training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	ongoing	SLT / SENCO, all teaching staff and outside professionals including educational visit providers and settings	Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2: to improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success criteria
Improve the physical school environment	The school will take into account the needs of pupils with physical difficulties and or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	ongoing	SLT, governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create a personalised risk assessment and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	ongoing	SLT, SENCO, all teaching staff, SBM	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

Aim 3: Improve the delivery of information to pupils, staff, parents / carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success criteria
To enable improved access to written information for pupils, parents and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	ongoing	SLT, teachers, admin team and SENCO	Evidence that appropriate considerations and reasonable adjustment have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying access requirements of parents and make reasonable adjustments where possible	ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
Make sure children in our school are aware of different disabilities and groups and adopt an inclusive attitude towards them (anti-bullying).	Celebrate and observe awareness days eg Month of the Military Child, Down's Syndrome Awareness Month, World Sight Day, Anti-bullying Week etc	ongoing	Whole school team	Children and Staff will have an awareness of differences and are considerate of needs.