# Butlers Court School

*Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging everyone to flourish. Through a wide range of experiences and opportunities, every child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.*

# Accessibility Plan

## 1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Contextual Information

The Butlers Court School buildings and playgrounds are accessible for children and visitors in wheelchairs.

Butlers Court has children with a range of disabilities which include Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, food allergies, Down Syndrome, Juvenile Arthritis, Scoliosis, Supraventricular Tachycardia, Mosaic Turners Syndrome, Hyper-mobility and genetic disorders. When children enter the school with specific needs or disabilities, the school liaises with the LA professionals and specialists for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in classrooms.

Additional inhalers and epi pens are kept in the medical room for emergencies.

All medical information is collated and available to staff in the class folders.

All medication is kept in the medical room. Medicines are stored in the specific 'Medicines Only' fridge in the staffroom and all parents complete a consent form outlining details of the medication.

## 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|---|---|---|---|---|---|
| Increase access to the curriculum | • Our school offers a differentiated curriculum for all pupils<br>• We use resources tailored to the needs of pupils who require support to access the curriculum<br>• Curriculum resources include examples of people with disabilities<br>• Curriculum progress is tracked for all pupils, including those with a disability<br>• Targets are set effectively and are appropriate for pupils with additional needs<br>• The curriculum is reviewed to make sure it meets the needs of all pupils | To continue to train staff to enable them to meet the needs of children | HT, DHT & SENCO to review the needs of the children and provide training as needed | On-going | Staff are able to enable all children to access the curriculum |
| | | To ensure that all children are able to access all out of school activities – clubs, trips, residential visits etc | Review out of school provision to ensure compliance. | Ongoing | All extra-curricular providers ensure the needs of all children are met |
| | | To provide specialist equipment to promote participation in learning by all | Assess the needs of all children and provide equipment as needed – pencil grips, headphones, chairs, writing slopes | Reviewed termly by SENCO | Children become independent learners |
| | | To meet the needs of individuals during tests eg – PIRAs, NST, Y4 MTC, Y1 Phonics, Y6 SATs, Bucks STT | School and parents apply for reasonable adjustments and are assessed against normal class practice – additional time, resources, space applied as needed | Annually | Barriers to learning will be reduced or removed, enabling children to produce their best in tests |

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|---|---|---|---|---|---|
| Improve and maintain access to the physical school environment | The school environment is adapted to the needs of pupils as required. This includes:<br>• Single storey buildings<br>• Ramps and portable ramps<br>• Disabled parking bays<br>• Yellow markings on potential trip hazards<br>• Resurfaced playground areas to eliminate slip and trip hazards<br>• Upgraded lighting (2022)<br>• Library shelves at wheelchair-accessible height<br>• Reception desk at wheelchair height | To ensure that, where possible, the school buildings, facilities and grounds are accessible for all children and adults and to continue to improve access to the school's physical environment for all | Regular audit of accessibility of the school site and buildings by the school FGB Premises Committee. Suggests actions and implement as budget allows<br>The school will take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments such as lighting, acoustics, colours and more accessible facilities and fittings | Ongoing | Modifications made to improve access for all<br>DDA requirements met and planned for in advance. |

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|---|---|---|---|---|---|
| Improve the delivery of information | Our school uses a range of communication methods where necessary to make sure information is accessible. This would includes:<br>• Internal signage<br>• Use of Google Classroom, Zoom, Teams<br>• Use of Parent Cloud for parent consultations<br>• Large print resources<br>• Pictorial or symbolic representations | To ensure that all parents and other members of the school community can access information<br><br>To ensure that parents who are unable to attend school because of a disability, can access school events – performances, parents' consultations | Written information will be provided in alternative formats as necessary<br><br>Parents consultations held virtually if necessary.<br>Slides and recordings of parents' information sessions can be emailed afterwards.<br>Explore alternative parent communication options – eg parent smart phone apps | As needed<br><br>Termly | Written information will be provided in alternative formats as necessary<br><br>Parents updated on children's progress and information shared with parents |

## 4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board Finance & Personnel committee and the headteacher.

It will be approved by the full governing board.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Curriculum Policy
- School Development Plan
- Equality information and objectives
- Special Educational Needs Policy and Information Report
- Supporting pupils with medical conditions policy

**Mr S Butler**
**Headteacher**
**Spring Term 2027**