



"A small school with a huge heart."

Accessibility Plan

Approved by

Last reviewed

Next review due

March 2022

March 2023

Accessibility Plan

Public bodies are required to comply with the Specific Duties which are:

- To publish a Disability Equality Scheme (DES) this includes a three-year Action Plan.
- To involve disabled people in the development of the DES.
- To take the steps set out in the Action Plan (unless it is unreasonable or impracticable to do so).
- To publish an annual report on progress with the Action Plan.

The school's accessibility plan outlines the school's vision and values for improving children's access to the curriculum, to the environment and to information provided by the school. The disability provisions in the Equality Act are different from those for the other protected characteristics referenced above in a number of ways.

In particular, it works in only one direction; it protects disabled people but not people who are not disabled. The academy may treat a disabled person more favourably than a person who is not disabled and therefore may have to make reasonable adjustments to practices to ensure, as far as is reasonably possible, that a disabled person can benefit to the same extent that a person without that disability can.

Buildwas Academy continuously considers and reviews its facilities and physical features to ensure that it is inclusive and accessible for all people as part of its general accessibility planning. The Academy Accessibility Plan (see foot of the document), aims to:

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

Making reasonable adjustments

The academy will make reasonable adjustments for individuals in the event that the academy does something that places a disabled person at a disadvantage compared to other people.

Reasonable steps will be taken to try and avoid the disadvantage of disabled persons. This will particularly be the case where a disabled student does not

have a special educational needs (SEN) Education, Health and Care Plan or where the Education, Health and Care Plan does not provide the auxiliary aid or service. There should be no assumption, however, that if an auxiliary aid is not provided under the SEN regime then it must be provided as a reasonable adjustment. All decisions would depend on the facts of each individual case.

Characteristics of our School

Buildwas Academy is a small primary academy, currently consisting of four classes with a Pupil Admission Number (PAN) of 12. The academy traditionally serves the village of Buildwas with a catchment area stretching along the B4380 towards Wroxter. The catchment area has become more established with fewer families resulting in over 92.4% of the total academy population now coming from outside catchment area. The academy population is predominately White British, with a small multicultural dimension of the academy reflected in 7.5% of pupils who offer the school a cultural diversity. The number of pupils with learning difficulties or Educational Health Care Plans is slightly below average. There are two levels to the school site, with the main building at road-level and a demountable classroom at the level of the school playground. There are two disabled toilets, one at each level of the school site.

Our Disability Profile

In accordance with the Equality Act 2010 definitions of disability and our assessment of individual cases, the following data outlines our profile of disability.

5 (5.4%) of children in our academy are described as having a disability. 2 of these are children with a diagnosed autistic spectrum disorder. There are no children with a diagnosed speech and language or development coordination disorder.

It is very difficult to collect accurate data and make an assessment of disability amongst our parents and others in our school community. This is because of issues of privacy and confidentiality. This can also be the case for some members of staff; however, we have sought this information through confidential questionnaires. As a result of the difficulties in gathering such information it is not possible to produce reliable statistics on these groups. However, it should be noted that the school recognises its responsibilities towards all parents, staff and other stakeholders and promotes inclusion and access for all.