



**BURTON
BOROUGH
SCHOOL**

Accessibility Plan

Policy Reviewer	Jacqueline Johnston	Date of Review	July 2020
Date Presented to Governors	26 th April 2021	Frequency of Review	3 years April 2024

1. Introduction

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 – 25 years. This plan will be reviewed every three years by the governing body.

All schools must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. Most providers must also make reasonable adjustments by making physical alterations. Schools must publish their accessibility plan setting out how they will increase access for disabled children to the curriculum, the physical environment and to information (SEND Code of Practice 2014).

Burton Borough School is committed to improving access for disabled students. We are an inclusive school and are proactive in anticipating the potential barriers that students with disabilities may face, in order to remove these, so that every student is fully included in all aspects of school life.

We would actively encourage all parents/carers, who have a child with a disability and are considering choosing Burton Borough School, to meet with the SENDCo and complete a site audit. In partnership, and with the guidance of additional services (Occupational Therapy, physiotherapy, Sensory Inclusion Team) if necessary, we will ensure the site meets your child's individual requirements.

2. Definition of Disability

The Disability Discrimination Act defines a disability as 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

3. Definition of Special Educational Needs

'A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children the same age.
- 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.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The Accessibility Plan should be read in conjunction with:

- The LA admissions policy
- The LA accessibility
- The Special Educational Needs Policy
- The SEND information report

Context:

Burton Borough School includes a brand-new building, which was constructed in 2014/15. This two-storey building includes a lift, power assisted automatic doors at both entrances/exits, two disabled toilets (one with a self-clean facility), wide corridors and audio support equipment.

The old building, which is also a two-storey building, does not have a lift or automatic doors. All lessons are carefully timetabled to ensure students, who are unable to access stairs, are not taught upstairs in the old building.

The School works closely with the hearing and visual impairment team, who frequently visit the school, recommend and loan specialist equipment (including for the completion of modern foreign language listening and speaking exams), complete up to date assessments of need and liaise with the teaching staff on individual training needs. Furthermore, both agencies have provided access arrangement support during the GCSE exam period. Occupational Therapy and Physiotherapy have also been actively involved in supporting the school in an accessibility audit for new students, training for self-care and toileting needs and transition programmes for new students with disabilities.

All outdoor spaces are completely accessible to wheelchair users as is the school canteen. All staff are aware of students who have a disability, including those who are colour blind, and personalise their lessons accordingly. Students have an 'Access to Learning' Plan, Care Plan and/or Individual Education plan outlining their needs and appropriate strategies in order to ensure they can fully access the curriculum.

The plan:

Current Position	Target	Actions	Outcome
Evac training for 4 staff members will take place on 28 th April 2021. This training will then be disseminated to other staff members. TA's are allocated to specific students and are responsible for them during a fire alarm.	Ensure all staff are aware of fire procedures for students with disabilities.	Review needs of identified students. Ensure timetable of support is available next to each EVAC chair. Ensure procedures are in place if wheelchair users are upstairs at the same time (which student to which chair). Train all new teaching and support staff to use the EVAC chair correctly.	Identified students are safe and have a clear procedure in case of a fire. All staff are trained. Evac chairs are regularly serviced under the guidance of site managers.
When available coaches with	Ensure coaches with wheelchair	Ensure all departments give	All students will feel included and will

wheelchair access are booked however on occasions, when not available, students are required to travel separately in a taxi.	access are booked for educational trips.	advanced warning of trips to the admin office so transport can be booked at the earliest possible opportunity. Book trips according to the school academic calendar.	travel with their cohort.
Two male and two female members of support staff trained to support students with self-care skills.	To increase the number of support staff trained to support physically disabled students with self-care skills.	Occupational therapist to provide on-site training for the safe lifting and manoeuvring of students as required.	Increased flexibility for when students are able to go to the toilet.
Day to day resources are enlarged to increase the size of the text. Resources are photocopied and PowerPoints are displayed on a beige background to support those with a visual impairment.	To increase the availability of materials in alternative formats including set GCSE texts and text books.	Contact LA for guidance and support. Contact examination boards as part of access arrangements.	Increased access to curriculum materials.
Students use a high low table, however only one available in each department.	To increase the accessibility to DT work benches and Science lab benches.	More high low tables to be purchased so that every science lab and DT workshop is fully inclusive for wheelchair users.	Increased access to classrooms, removing time spent transferring high low tables between work spaces.
Staff receive regular updates and training regarding SEND students and their needs.	To ensure all staff are trained to support students with disabilities.	Relevant staff to meet with parents of students with disabilities to formulate action plan of support in partnership.	All students will be fully included in school.