



**BURTON
BOROUGH
SCHOOL**

Accessibility Plan

Policy Reviewer	Frances Lewandowska	Date of Review	July 2029
Date Presented to Governors		Frequency of Review	3 years

1. Introduction

This Accessibility Plan sets out how the school meets the needs of disabled children and young people, in accordance with the *Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)*. The governing body reviews this plan every three years to ensure it remains current, effective and reflective of our school values.

As a school that is ambitious, proud and caring, we are committed to ensuring that no pupil or prospective pupil is treated less favourably because of a protected characteristic. As such we strive to ensure that disabled pupils are never placed at a disadvantage. All schools are required to make reasonable adjustments to policies, practices and the physical environment, and to provide auxiliary aids and services where necessary. Schools must also publish an accessibility plan which, in line with the Equality Act 2010, aims to:

- *Increase the extent to which disabled students can participate in the curriculum.*
- *Improve the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services.*
- *Improve the availability of accessible information to disabled students*

At Burton Borough School, we take pride in being an inclusive community. We work proactively to identify and remove barriers so that every student can participate fully in school life. Our approach reflects our values:

- **Caring** – by anticipating needs and ensuring every student feels safe, supported and respected
- **Ambitious** – by striving for high-quality provision that enables all students to achieve their potential
- **Proud** – by championing inclusion and celebrating the diversity of our school community
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Families of young people with disabilities who are considering a place at Burton Borough School are warmly encouraged to meet with the SENDCo and complete a site audit. Working in partnership—and with guidance from external professionals such as Occupational Therapy, Physiotherapy and the Sensory Inclusion Service—we ensure that the environment and provision meet each child's individual needs.

2. Definition of Disability

Under the Equality Act 2010, a disability is defined as 'a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

3. Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them. A learning difficulty or disability is present when a child or young person:

- has a significantly greater difficulty in learning than the majority of others of the same age

- has a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools

This definition includes sensory impairments (e.g., visual or hearing impairment) and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

4. Our Context:

Burton Borough School includes a modern two storey building constructed in 2014/15. This building is fully accessible and includes a lift, power assisted automatic doors at the main entrance, three accessible toilets (one with a self-cleaning facility), wide corridors and audio support equipment.

The older two storey building does not have a lift. To ensure accessibility, timetabling is carefully managed so that students who cannot use stairs are not scheduled for lessons upstairs in this building. This reflects our Caring commitment to safety and dignity, and our Ambitious approach to ensuring equal access to learning.

We work closely with the Hearing and Visual Impairment Teams, who provide regular visits, specialist equipment, updated assessments of need and staff training. These services also support access arrangements during examinations. Occupational Therapy and Physiotherapy services contribute to accessibility audits, selfcare and toileting training, and transition planning for new students with physical disabilities. This collaborative approach demonstrates our Proud commitment to high-quality, multiagency support.

All outdoor areas and the school canteen are fully accessible to wheelchair users. Staff are informed of students with disabilities—including those with colour vision deficiencies—and adapt teaching materials accordingly. Students have a Pupil Passport detailing their adjustments to access to learning and/or a care plan outlining their needs and the strategies required to ensure full curriculum access.

5. Accessibility of Curriculum:

Our curriculum includes not only classroom teaching and learning but also the wider experiences that enrich school life—afterschool clubs, leisure opportunities, sporting and cultural activities, and educational visits. Ensuring full access for disabled students means planning across all these areas.

To improve access to the curriculum, we consider:

- the organisation of classrooms and learning spaces
- timetabling and curriculum pathways
- the deployment and training of staff
- the availability of appropriate support and resources

Regular curriculum audits help us review patterns of participation and achievement for disabled students across subjects—for example, monitoring the inclusion of pupils with physical disabilities in PE—and identify actions that will increase engagement and remove barriers.

We are committed to providing every student with a broad, balanced, and ambitious curriculum that is scaffolded, personalised, and age appropriate. Where appropriate, we

will also create additional opportunities for students to succeed in environments beyond the main school setting.

Our staff understand and uphold their duties under the Equality Act 2010, including:

- avoiding discrimination in admissions, exclusions, and the provision of education and associated services
- ensuring disabled students are not treated less favourably than their peers
- taking reasonable steps to prevent disabled students being placed at a substantial disadvantage
- publishing and implementing an Accessibility Plan that sets out how we will continue to improve access to education for all

This approach reflects our commitment to equality, inclusion, and the belief that every student deserves the opportunity to thrive.

How we plan to improve access to curriculum at Burton Borough School

Area for Improvement	Specific Target	Planned Outcome	What Success Looks Like	Timeframe
Embed further Adaptive teaching	Continue to embed adaptive strategies within classroom practice via CPD and Coaching program.	All teachers are better equipped to meet the needs of disabled children and support their full access to the curriculum.	All students able to access national curriculum which increases confidence.	Training throughout 2025-2026
Wave 1 support	Increase constant application of wave 1 provision via increased use of Pupil Passports.	All teachers have a clearer knowledge of students' barriers, motivation and needs.	Increased independent access, students have a better lived experience which is reflected in their data.	Throughout 2025-206
Increased use of assistive technology to support learning.	Update existing word processors and explore other options such as reader pens and dictate software.	Student readily and competently access their learning via the correct method of assistive technology.	Increase in access to the National Curriculum; students able to access work more independently	In place by end of 2027

6. Accessibility of our physical environment

This aspect of our accessibility planning focuses on enhancing the school's physical environment and ensuring that physical aids support full access to education. The physical environment includes features such as steps and stairways, kerbs, external surfaces and paving, parking areas, entrances and exits (including emergency escape routes), internal and external doors and gates, toilets and hygiene facilities, lighting, heating, ventilation, lifts, floor coverings, signage, interior finishes, room décor, and furniture.

We aim to ensure that our school environment is accessible, safe, and supportive for all students. Physical improvements may include ramps, handrails, lifts, widened doorways, electromagnetic doors, accessible toilets, adjustable lighting, blinds, induction loops, communication aids, improved room acoustics, and clear way-finding.

We also recognise the value of calm, low stimulus spaces and enhanced indoor and outdoor safety features, which can significantly support students with sensory or learning needs.

In existing buildings, accessibility can often be improved through simple adjustments such as reorganising room layouts, removing obstacles from walkways, reallocating teaching spaces, or providing dedicated storage. These measures help create an inclusive environment where every student can move, learn, and participate with confidence.

How we plan to improve physical accessibility at Burton Borough School:

Area for Improvement	Specific Target	Planned Outcome	What Success Looks Like	Timeframe
Maximise use of distinct spaces to support a range of SEND needs – across our two main building	Reevaluate existing spaces and incorporate The Pod into the new building design	Clearly defined areas for 1:1 mentoring, small group interventions, therapeutic work, and focused academic intervention work.	Students access the right type of support in well-designed, purpose-built spaces that meet their individual needs	Fully in place by end of summer term 2026
Development of a quiet, low stimulus space for students with ASC and SEMH needs within the main building.	Reevaluate current Nurture Spaces and create a dedicated sensory support area.	A calm, safe, supervised environment where students can regulate, decompress, or seek support when needed	Students with ASC or SEMH needs, to access the space independently, feel safe, and are better able to return to learning; staff can discreetly supervise and support	Fully in place by end of summer term 2026
Physical access for newly presenting needs.	Enhanced transition for new students with access needs.	Prior to starting with us, students have a clear plan of our building, and we are aware of any adjustments that are needed.	Our young people transition confidently into our school environment with a high level of care and independence.	As new needs present – ongoing target.
Strengthening staff knowledge and confidence in supporting students with SEND	Ensure all staff receive regular, relevant training on disability and SEND needs	Staff work collaboratively with families and external professionals to develop personalised support plans for	Students with SEND are fully included in school life; staff demonstrate confidence and consistency in	Ongoing target.

		students with disabilities	meeting individual needs	
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7. Improve the availability of accessible information to disabled students

This part of our duty focuses on ensuring that all written information normally provided by the school—such as worksheets, timetables, textbooks, newsletters, and details about events, trips, and extracurricular activities — are accessible to students with disabilities, including those with low literacy levels. Information may be offered in alternative formats such as large print, digital formats, audio, or through supported communication methods including lip speaking or sign language. We aim to ensure that all essential information is available in a format that every student can understand and use.

Area for Improvement	Specific Target	Planned Outcome	What Success Looks Like	Timeframe
Ensuring written and spoken language is accessible without reducing academic challenge	Whole school literacy strategy reviewed; Provide training on LCT framework including direct teaching of vocabulary, supported by new Lexonic reading program.	Staff understand pupils' reading ages and use consistent scaffolding approaches to support comprehension	Complex language is routinely broken down and scaffolded; all learners access the same level of academic challenge with appropriate support	Embedded practice by summer 2026
Ensuring lesson resources are accessible to all learners	Departments to audit resource banks and ensure core accessibility standards (e.g., font style, size, colour contrast) are met.	Adaptive resource requirements are identified, collated, and shared with all teaching staff via pupil passports.	Lesson materials— printed, digital, and practical— are accessible to every learner, enabling students to work independently as outlined on staff seating plans	Fully in place by summer 2026
Access to learning for students and those unable to attend school regularly	Strengthen the use of EdClass, Seneca, and Sparx as a short term measure to support reintegration to whole offer.	EBSA students can access a core curriculum remotely, with structured learning materials available at home or in alternative settings.	Students experiencing EBSA engage with EdClass consistently, maintain learning routines, and reduce gaps in progress without requiring	Fully in place by Autumn 2026

		Including on-line mentoring set up with in house team and external professionals, e.g. MindJam	additional work from teachers	
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