



**BURTON
BOROUGH
SCHOOL**

Accessibility Plan 2017

Policy Reviewer	Clemency Price	Date of Review	July 2020
Date Presented to Governors	18/09/2017	Frequency of Review	3 years

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 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 and not as 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, automatic doors at both entrances, 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 a pupil passport outlining their individual needs and appropriate strategies in order to ensure they can fully access the curriculum.

The plan:

Current Position	Target	Actions	Outcome
Staff are EVAC trained yearly. TA's are allocated to specific students and 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 all 4 wheelchair users are upstairs at the same time (which student to which chair). Train all new teaching and support staff to use	Identified students are safe and have a clear set of procedure in case of a fire. All staff are trained. Evac chairs are regularly serviced under the guidance of site managers.

		the EVAC chair correctly.	
When available coaches with wheelchair access are booked however on occasions, when not available, students are required to travel separately in a taxi.	Ensure coaches with wheelchair access are booked for educational trips.	Ensure all departments give 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.	All students will feel included and will travel with their cohort.
Doors are heavy and difficult to navigate through for wheelchair users. Common room used by Platinum Status students as a reward room is not accessible to wheelchair users.	Improve the accessibility of the old school building. Consider an appropriate location for Y11 common room.	Discuss with SLT a new location for the y11 common room. Discuss with governors the possibility of installing electric doors at the main entrance to reception (drop off point for wheel chair users).	Both buildings at Burton Borough will be accessible by all students independent of support.
Two male and one female member of support staff.	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.	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.	Invest in more high low tables 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.
Existing staff have received training on the new code of practice 2014.	To ensure all staff are trained to support students with disabilities.	Training session to new staff on new code of practice. All staff to meet with parents of students	All student will be fully included in school.

		with disabilities to formulate action place of support in partnership.	
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