

Accessibility Plan

(Statutory)

Reviewed/Approved Trustees' Resources Committee: 05.02.19

Review Cycle: Every Three Years

Review Date: Spring Term 2022

Context

The Burgate School and Sixth Form is an 11-18 non-selective mixed comprehensive school. Our vision is for every child to enjoy their learning and feel valued for who they are. Our aim is to provide a broad, balanced and relevant curriculum that meets the needs of all individuals and enables them to progress on to the next phase in their education.

Vision

Under the Equality Act 2010, all schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation".

The Burgate School & Sixth Form is committed to providing a fully accessible environment which values and includes the whole community. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, understanding and inclusion.

This plan correlates with The Burgate School & Sixth Form's Admission Policy. However, before offering a place, The Burgate School & Sixth Form must feel reasonably sure that it will be able to educate and facilitate the development of the prospective student to the best of his/her potential and in line with the standards achieved by their peers and without detriment to the efficient education of others.

Definition of a Disability

According to the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a 'substantial' or 'long-term' negative effect on their ability to do normal daily activities.

What do 'substantial' and 'long-term' mean?

- 'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.
- "'Long term" means capable of lasting 12 months or more..." , e.g. a breathing condition that develops as a result of a lung infection.

According to the Child and Family Act 2014 definition, a child has a disability if he or she

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders the making use of facilities.

Aims and objectives

The Burgate School & Sixth Form aims to:

- Foster good relationships between disabled and non-disabled members of the school
- Improve communication with disabled members of the school and sixth form community and other users.
- Increase levels of awareness and understanding amongst staff responsible for information relating to students who are disabled.
- Ensure the evacuation procedure reflects and accommodates the needs of all students who are disabled.
- Improve access for disabled students and other users by measures as highlighted by other committees.
- Increase access to the curriculum for students with a disability.
- Improve and maintain access to the physical environment.

Accessibility Plan

The Burgate School & Sixth Form's Accessibility Plan has three core elements: curriculum, physical environment and written information.

1. Improvements in access to the curriculum by:

- Providing for all students a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.

2. Physical improvements to increase access to education and associated services by:

- Making reasonable adjustments to The Burgate School & Sixth Form buildings and grounds to make them fully accessible to students.
- Providing auxiliary educational equipment, services and physical aids to ensure that educational programmes in The Burgate School & Sixth Form can be fully accessed by all students.

3. Improvements in the provision of information in a range of formats for disabled students by:

- Providing for students and their parents, information about The Burgate School & Sixth Form and its curriculum in a format that takes account of any disabilities.

Reasonable adjustment

The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The physical features element does not apply to schools in relation to disabled pupils; instead, they have a duty to plan better access for disabled pupils generally, including in relation to the physical environment of the school.

Communication and transition

Parents or carers of children with disabilities or additional needs are expected to notify The Burgate School & Sixth Form of them at the point of registration. If these are not known at the time, The Burgate School & Sixth Form should be notified as soon as they are recognised. Prior to any interview or visit, parents will be asked to provide further and more specific details of any additional needs of their child, and to provide copies of any relevant professional reports e.g. Educational Psychologist's report or professional reports from other agencies or an Educational, Health and Care Plan. Early notification is of great value, as it will enable The Burgate School & Sixth Form to liaise with parents, existing schools, or other relevant sources to establish what reasonable adjustments may be made at The Burgate School & Sixth Form to support any member of the school community.

The Burgate School & Sixth Form values all members of its community; all students, including those with additional needs, play a full part in its activities, participating in sports, drama, music, outdoor pursuits and trips and visits. Adaptations for a student's participation in these activities are provided for through interdepartmental and parental liaison as well as support from external advisors where appropriate.

As part of the Admissions' Process, staff will meet with parents to discuss whether or not a prospective student with a disability will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, The Burgate School & Sixth Form may advise additional assessments for further clarification. ***If after consultation, The Burgate School & Sixth Form decides that it cannot discharge its legal and moral responsibilities to educate the prospective student and / or its legal duties to the parent(s), The Burgate School & Sixth Form will be unable to offer a place.***

Most students stay at The Burgate School & Sixth Form for many years. It is possible that during their education a student may become disabled or his or her additional needs may first be identified, or become more serious. Continuing communication between parents and staff is key for ensuring that reasonable adjustments are made to facilitate the student's participation in school life.

Lifts, ramps and disabled WCs have been included in the constructions and conversions and future developments will take account of access for students with physical or sensory impairments.

The school will seek to make adjustments to the timetable in such a way that, with additional support, such students will be able to access the curriculum.

Resources Committee

The Resources Committee holds regular meetings to discuss and review the Accessibility Plan. In addition, the Resources Committee and Leadership Team seek advice and input from the Special Educational Needs and Disability Co-ordinator and those professional advisors deemed appropriate. The Resources Committee and staff believe that compliance with The Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy. Furthermore, in performing their duties The Resources Committee and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

The Resources Committee responsibilities are:

1. To review The Burgate School & Sixth Form's procedures and facilities to maximise accessibility to The Burgate School & Sixth Form for those with additional needs.
2. To make recommendations to improve accessibility through amendments to the Accessibility Plan.

General Inclusion

The requirements of any student with additional needs will be discussed and plans for the individual will be made. With differentiation in mind, any particular needs will be discussed and consideration given to ensuring the success of the student and the rest of the class. These may include:

- Adjustments to The Burgate School & Sixth Form Buildings and Grounds.
- Adjustments to the premises with regard to this policy.
- Access to Education, Sport, Recreational Activities, Trips, Visits and Outdoor Pursuits.
- Individual programmes of support prepared for students with additional needs and reviewed on a regular basis.
- The Burgate School & Sixth Form will continue to collate up to date information on disability.

Access to the Curriculum

The Burgate School & Sixth Form will make any reasonable adjustments to equipment, lesson and room timetables to ensure all students can access the full curriculum. Specialist advice will be sought and auxiliary services provided if required.

Health and Safety

Key members of staff receive manual handling training provided by external providers when required. Please see the school's Health and Safety policy for more information.

HCC visit the site and individual students to create an accurate risk assessment and to assist with the development of a fire egress plan.

Staff Training

It is stipulated in the SEND Code of Practice, "All teachers are teachers of children with special educational needs and disability. Fifteen percent of children are deemed likely to have a special educational need at some point in their career". All teaching staff are expected to be developing the skills required to teach students with additional educational needs and this is supported by a programme of INSET training on inclusion, learning, medical needs and effective social support strategies. Consideration will be given to suitable training for non-specialist teachers and support staff.

Staff Recruitment

Staff recruitment and decisions will be made on the basis of fair and objective criteria and will be free from unlawful and unfair discrimination on the basis of gender, colour, disability, sexual orientation, nationality, age, religious or political beliefs or other relevant distinction. Where new health needs are identified for existing staff every effort is made to support their safety, inclusion, and wellbeing in the workplace.

Physical Access and Access to Activities

When booking an off-site facility The Burgate School & Sixth Form will check the accessibility for all members of the community including a review of escape procedures, door opening and closing mechanisms and other adaptations to accommodate the needs of students with additional needs. Risk assessments are prepared for all trips and visits and take account of the particular needs of students with additional needs. All members of The Burgate School & Sixth Form with additional needs are supported to participate as fully as they can in all activities.

Outside Service Providers

When educational sessions are run by outside parties, they will be made aware of any additional needs.

Diet, Medication and Supporting of Students with Medical Needs

Within the limits of our catering facilities, a number of options are available and it is possible to accommodate the needs of those on special diets. Where this is not possible, students may bring in a packed lunch which may be eaten in designated eating areas with other students.

The Burgate School & Sixth Form employs first aid staff who will give medication to students in accordance with written guidance from parents, guardians or medical personnel. Medication can be refrigerated and stored securely. If anyone feels unwell, he or she can go to the main school office or the sixth form admin office for assistance. Information on any

medical condition should be provided to The Burgate School & Sixth Form in writing as soon as possible so staff can be briefed and trained on any emergency procedures to be followed.

Please refer to The Burgate School & Sixth Form's Medicines in Schools and Supporting Students with Medical Conditions policy for further details.

Welfare

The Burgate School & Sixth Form has a culture of inclusion. Our policies support this approach in our practices of counselling and pastoral care. If parents believe that their child has been unfairly treated due to a disability or additional needs by The Burgate School & Sixth Form they may use the school's complaints procedure.

Awareness of Accessibility Policy

The Policy has been made available to all teaching staff and those involved in the Admissions' Process. A copy of this policy is available on the The Burgate School & Sixth Form website and on the staff shared area, or a paper version is available on request. This policy is regularly monitored and reviewed every three years.

Appendix 1: Accessibility Plan

Short Term			
Action Required	By whom	When	Success Criteria
Ensure where possible that school visits, including overseas visits, are made accessible to all students irrespective of attainment or impairment	Leadership Team, Trips & Visits Co-ordinator and trip leaders	In place and ongoing	All trips accessible to all students
Advise teachers on the best ways to organise classrooms to meet disabled students' needs	SENCO Specialist Teacher Advisors Medical Professionals	Ongoing	Individual Learning Plans Learning Walks and lesson observations – in place Classrooms organised effectively
Providing training for all teachers on additional pressures faced by disabled students	Leadership Team with SENCO	Ongoing	Students' individual learning plans are up to date and teachers are acting on the guidance they contain
Ensure that staff are familiar with technology and practices developed to assist people with disabilities	SENCO, ICT External agencies	Ongoing	Students are able to fulfil their potential as barriers to learning are removed

Medium Term			
Action Required	By whom	When	Success Criteria
Ensure pathways of travel around the school site and parking are safe, routes logical and well signed	Leadership Team with SENCO SBM		
Review décor or signage to ensure it is not confusing or disorientating for disabled students with visual impairment, autism or epilepsy	Leadership Team with SENCO SBM		
Ensure all area to which students should have access are well lit	Leadership Team, SBM, Site Manager		
Investigate what steps could be made to reduce background noise for hearing impaired students (such as considering a room's acoustics, noisy equipment)	Leadership Team, SBM, Site Manager, Specialist Teacher Advisor for Hearing Impairment		No bells – in place

Long Term			
Action Required	By whom	When	Success Criteria
Continue to improve the physical environment of the school buildings	Leadership Team and Trustees		Physical access improved