



## BURTON GREEN COFE ACADEMY ACCESSIBILITY PLAN

### 1. INTRODUCTION

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils' issued by DfES in July 2002.

**Burton Green CofE Academy buildings have been developed and adapted since 2005 and are now are reasonably well designed to meet the needs of disabled pupils:**

- Developments since 1996, following the publication of the Disability Discrimination Act 1995, have been added to a Victorian building and now provide facilities that are mostly easily accessible to all pupils including those with disabilities.
- In 2015 the frontage of the school was remodelled and developed to include one level access to the school site and the installation of a disability ramp.
- Rooms are on two levels but all can be accessed using one or other of the two main entrances.
- The main public access area, the main hall, was built in 2005 and is easily accessible and includes toilet facilities for the disabled.
- The Early Years classroom built in 2011 is easily accessible using the main hall entrance and includes same access to the main hall, playground, reading and teaching area and designated early years outside play area.
- All other classrooms and areas are accessible using the front school entrance and are on the same level.
- all public-access rooms, including front and back entrances, toilets, library and hall are on the same level, with no steps;
- doors are wide enough to allow access to rooms and corridors;

**As well as the above:**

- school staff are aware of the access needs of disabled pupils, staff and parents/ carers;
- teaching assistants have received training in Creating a Communication Friendly Environment and linked to the individual needs of any children with an Education Health Care Plan that they work with;
- educational visits, including residential experiences, are accessible to all pupils irrespective of attainment or impairment.

### 2. DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

### 3. KEY OBJECTIVE

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

### 4. PRINCIPLES

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.
2. The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at substantial disadvantage;
- to publish an Accessibility Plan.

**The Governing Body and Staff of Burton Green CofE Academy will ensure that in performing their duties, they will have regard to the DRC Code of Practice (2002) and :**

1. Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.
2. Endorse the key principles in the National Curriculum framework, which underpins the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.
3. Recognise the parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities.
4. Respect the parents' and child's right to confidentiality.

**Burton Green CofE Academy will identify the points for action as part of its Learning Improvement Plan, in order to achieve the key objectives:**

- **Delivery of the curriculum**  
School staff receives training making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN Inspectors/ advisers, and of appropriate health professionals from the local NHS Trusts.
- **Physical environment**  
The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- **Provision of information in other formats**  
The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### **Linked Policies**

This plan will contribute to the review and revision of related school policies e.g.

- Learning Improvement Plan
- Special Educational Needs and Disabilities Policy
- Educational Inclusion and Equal Opportunities Inclusion Policy
- Curriculum Policies

### **Audit**

The school will use the DfES checklists 'Identifying Barriers to Access' in order to draw up its Action Plan.

Date of Plan and Policy: March 2017  
Date of Review: March 2020

**BURTON GREEN COFE ACADEMY ACESSIBILITY PLAN  
2017- 2020**

<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Accessibility Plan and Educational Inclusion and Equality Statement becomes an annual item at Green Leek Resources Committee	Chair of Green Leek Resources adds as an Autumn Term agenda item.	Autumn 2017 and then annually.		Chair of Green Leek Resources Committee	
<p><b>Access to the Curriculum</b></p> <p>Create effective learning environments for all utilizing feedback from pupils, parents and external agencies.</p> <p>Ensure ICT appropriate for pupils with disabilities</p> <p>Ensure arrangements are in place to support children with medical conditions.</p> <p>Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when this is required.</p>	<p>Audit baseline needs of all children admitted to school including sensory needs.</p> <p>Ensure parents return all documentation agreed in the Medical Conditions Policy 2016 at the beginning of school year and that these inform classroom provision.</p> <p>Communicate agreed allergy information to staff and kitchen staff.</p> <p>Work with support agencies, including health professionals, to audit existing provision and identify actions linked to change.</p> <p>Arrange appropriate staff training.</p> <p>Review consistency of visual timetables and communication friendly personal prompts for individuals.</p> <p>Train TAs and admin staff on use of software and Communicate in Print.</p> <p>Review accessibility of ICT (including PCs, ipads, Touchscreens and whiteboards) to support all children including those with disabilities.</p> <p>Work with external agencies to identify specific hardware and software that enables individuals to maximize their attainment and progress.</p>	<p>Summer 2017 Audit of new pupils needs</p> <p>Ongoing linked to advice from external agencies.</p>	<p>Funds for proprioceptive cushions etc.</p> <p>ICTDS Service</p> <p>External agencies working with vulnerable children.</p> <p>Medical Conditions Policy forms.</p> <p>Compass training for anaphylaxis and asthma.- £60</p> <p>School Testing Agency updates provided to SENCO and Year 6 teacher.</p> <p>Additional adults in the Year 6 classroom during SATs week.</p> <p>Funding for APPS linked to individual need.</p> <p>Use of Pupil Premium Funding.</p>	<p>ICT Subject Leader and SENCO</p> <p>Administrator.</p> <p>Year 6 teacher.</p>	<p>Senior Leadership Team</p>

	<p>Prioritise new software to purchase.</p> <p>SENCo will ensure appropriate testing and reports provided to apply for access arrangements.</p>				
<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities</p>	<p>Audit participation in extra-curricular activities and identify any barriers.</p> <p>Ensure school activities are accessible to all pupils including swimming.</p> <p>Investigate TA flexibility to cover extra curricular activities if needed.</p>	<p><b>Summer 2017</b></p>	<p>Governors to review charging policy to enable children with a disability to access activities.</p> <p>Training on risk assessments for trips and extra-curricular activities.</p> <p>Liaison with swimming pool staff for full access for all pupils to swimming lessons- sensory needs.</p>	<p>Deputy Head SENCO Extended Services Coordinator.</p> <p>Resources Committee</p>	<p>Senior Leadership Team</p> <p>Governors</p>
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access</p>	<p>Analyse impact of Positive Behavior Strategies and sanctions, Anti-Bullying policy, Educational Visits, Home Learning, and Medical Conditions in relation to pupils with disabilities.</p>	<p><b>Autumn 2017</b></p>	<p>Leadership Team and SENCo time to review policies.</p>	<p>Leadership Team</p> <p>SENCo</p>	<p>Governors</p>
<p><b>Premises</b></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users</p>	<p>Improved access to the main pupil toilets for pupils who require wheelchair access.</p> <p>Review locks and handles around school to ensure they are at an appropriate height for all users.</p> <p>Review personal evacuation plans as appropriate for new pupils, known parents or community users with a disability.</p> <p>Improve signage of evacuation procedures, internet safety, fire drill to include communicate in print symbols.</p> <p>Review signage for staff and room functions.</p>	<p><b>Autumn 2017</b></p> <p><b>Ongoing from start date.</b></p>	<p>Two levels impact on access to toilets. Corridor leading to the main pupil toilet block requires a ramp/ handles to enable all pupils to manage the steps.</p> <p>Training for Admin staff in 'Communicate in Print' to develop signage.</p> <p>Plans for evacuation of an adult wheelchair user attending a school event.</p>	<p>Deputy Head SENCO</p> <p>Governors Resources Committee Admin staff trained in 'Communicate in Print'.</p>	<p>Green Leek Governors Resources Committee</p>

<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<p>Review PSHE Curriculum</p> <p>Review assembly programme to include opportunities to involve local disability groups.</p> <p>Review PE curriculum to include access to games suitable for people with disabilities.</p>	<p>Spring 2018</p>	<p>£200 for any new resources-use of Sports Premium Funding</p>	<p><b>PSHE Co-coordinator</b></p> <p><b>Deputy Head</b></p> <p><b>PE Subject leader.</b></p>	<p>Leadership Team</p> <p>Governors Performance and Standards Committee.</p>
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**Signed by:**                      Chair of Governors: .....                      Date

Head teacher: .....                      Date