



# Burnside College

  

# Equality Accessibility Plan

Review by KR/CJ - Dec 2017  
Ratified by Governors – June 2018

## **1. Aims of the Plan**

To create opportunities for every child to develop and learn

To release potential in people to make the most of themselves

To achieve excellence in standards of education & skill for all children

To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.

To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;

Eliminate unlawful discrimination, harassment and victimisation;

Advance equality of opportunity between different groups; and

Foster good relations between different groups.

## **2. Introduction**

This plan is drawn up in accordance with the duties in the Equality Act 2010, 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 DfE in 2002 and the Educational Needs and Disability Regulations 2014.

## **3. Definition of Disability**

Disability is defined by the Equality Act 2010 as:

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

## **4. Key Objective**

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

## **5. Principles**

Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's AEN policy;

The school recognises its duties under the Equality Act (as amended by the SENDA):

Eliminate unlawful discrimination, harassment and victimisation;

Advance equality of opportunity between different groups; and

Foster good relations between different groups.

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 a substantial disadvantage  
to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.

In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.

Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;

Increase the extent to which disabled pupils can participate in school curriculum  
Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,  
Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin 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.

## **6. About our School**

Burnside Business & Enterprise College's building was opened in 2004. Our accessibility requirements were checked in October 2017 by North Tyneside Health & Safety Team.

The school layout, design and build were compliant with DDA at the time of build.

The car park has tactile paving and dropped kerbs where the paths meets the road, although the front doors would be difficult for wheelchair bound people to access without assistance.

There are portable hearing loops based on Reception maintained by Mitie.

There are disabled toilets throughout on the ground floor which are all easily accessible.

Accessible changing facilities are available close to all sports facilities (Block 5 and Block 7) resourced with a range of specialist equipment to aid users with additional needs..

Block 3 has a lift so all floors are easy to access, the lift in Block 4 gives sufficient access to Block 4 and 5.

Blocks 1 and 2 can be accessed through the lift in Block 3 and then along the covered walkway and fobbed doors leading to each block. Fobs are available for use by anyone who requires them.

Walls and floors are contrasting colours which assists partially sighted persons.

All outdoor areas are accessible to wheel chair users through the extensive provision of ramped paving.

Fire Risk Assessment (October 2016) stated:

- Occupants especially at risk - no issues.
- Confirmed building provided acceptable means of escape arrangements for disabled people.
- Fire refuges have been constructed in each stairwell equipped with an emergency telephone direct to the FM team and an Evac chair to be used with anyone with limited mobility.
- 13 staff are currently trained in the use of Evac chairs. These staff has been allocated specific positions in the event of an emergency evacuation.

## **7. Activity**

The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified below for the period 2016 - 2019 academic years. This plan will become an addition to the school School's Single Equality Scheme.

- To commission an external perspective on the college accessibility arrangements
- Evac Chair Training (David Murray trained as trainer), then to broaden the team.
- Redevelopment of access to Main Entrance / Reception desk to ensure better accessibility/security.

## **8. Linked Policies**

This Plan will contribute to the review and revision of related school policies:

- AEN policy
- Single Equality Scheme & Action Plan
- Curriculum policies
- Behaviour
- Admissions
- Health & Safety



<b>Physical Access</b>					
<b>Target</b>	<b>Task/strategy</b>	<b>Timescale</b>		<b>Responsibility / Monitoring</b>	<b>Outcome</b>
<b>Premises</b>					
<b>Increase site access to meet diverse needs of pupils, staff, parents and community users.</b>	Review personal evacuation plans. Look into feasibility of a safe space for dealing with emotional and social issues (staffing considerations) Evaluate signage of evacuation procedures, internet safety, fire drill etc. Review new signage of room functions.		LH update all signage for classrooms- cost of signage	KR	
<b>Access To Curriculum</b>					
<b>Target</b>	<b>Task/strategy</b>	<b>Timescale</b>		<b>Responsibility / Monitoring</b>	<b>Outcome</b>
<b>Ensure ICT appropriate for pupils with disabilities.</b>	Review accessibility of ICT (including notepads & whiteboards) using specialist expertise e.g. Involve pupils, parents and specialists in review of hard & software. Prioritise new software to purchase. Train LSAs and admin staff on use of ICT aids for dyslexia and visual impairment.	Autumn Term 2017	CPD Sessions  VI students to have access to enlarged font texts, magnifying equipment and large screen laptops form use in school in all lessons  HI students to have	ICT Co-ordinator & SENCo  Monitoring Leadership Team	

			access to the FM systems through loan or school purchase		
<b>Create effective learning environments for all utilising feedback from pupil groups.</b>	<p>Reinforce responsibilities of all teachers to read learning passports and differentiate for all learners</p> <p>Have an ethos of challenge for all and a belief that our learners get the best deal with us.</p> <p>Inform all staff through the learning passport process of reasonable adjustments needed within the classroom e.g. seating arrangements.</p> <p>Ongoing programme of staff training in AEN to reflect diverse needs of students within the school and anticipatory duties. Focus in 17/18 on ADHD and mental health.</p> <p>Seek issues and feedback from Pupil Survey and AEN review meetings</p> <p>Review PE curriculum to improve accessibility for students with ASD and VI.</p>	Ongoing	<p>CPD September and January training days</p> <p>CPD from Ed Psych service and Wellbeing award team</p> <p>Costs of Wellbeing award survey</p>	<p>All staff &amp; Leadership Team</p> <p>Monitoring</p> <p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors through SEN governor link</p>	



<p><b>Access to wider curriculum - Improving Curricular offer</b></p>	<p>Further develop ATLAS curriculum to ensure fair and equal offer to mainstream students.          Ensure that all ARP students curriculum choices are developed with connexions and SENCo to ensure bespoke, fit for purpose offer.          Develop courses such as workskills and functional literacy skills to ensure effective participation and skill development.          Provide work related learning opportunities and additional connexions support for all AEN learners.</p>		<p>Cost of staff development and resources e.g. Craft club</p> <p>Service level agreement with LA for connexions</p> <p>Cost of placements</p>	<p>LI/CJ</p> <p>Monitoring DJ/Governors</p>	
<p><b>Access to wider curriculum - Increase participation in school activities.</b></p>	<p>Audit participation in extra-curricular activities and identify any barriers.          Ensure school activities are accessible to all students.          Investigate LSA flexibility to cover extra-curricular activities if needed.          School visits to be reviewed to offer equal opportunity for participation.</p>	<p>Spring term 2017</p>	<p>Changes to school day enabling more time for extra-curricular involvement including LSA's.</p> <p>LSA or LA specialists to</p>	<p>SLT</p> <p>Monitoring Leadership Team / Governors</p>	

	Homework club developed with LSA's to offer children support where families may struggle. Particularly for students who need access to extra resources.		help develop risk assessments for trips and extracurricular activities.		
<b>Promote positive attitudes to disability.</b>	Review PSHE Curriculum Review Assembly Programme: to include community values and inclusion Involve local special school groups in using school facilities and visits to school Regular items for newsletter highlighting achievements of pupils with AEN	Sept 2017		PSHE Co-ordinator / LH  CJ  Monitoring Leadership Team / Governors	