



Burnside College

Equality Accessibility Plan 2021- 2022

Review by DPW/CJ - Jun 2021
Adopted by Governors – Jul 2021

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 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 2010 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 via learning passports, risk assessments and SEN (AEN support plans); and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges and ensuring opportunity for students to exceed their targets
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment (exam concessions) for individuals and groups of pupils.

6. About our School

Burnside 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 meet 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 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 wheelchair users through the extensive provision of ramped paving.

The Fire Risk Assessment carried out in December 2020 stated:

- There were no issues identified for those occupants especially at risk
- Confirmed the building provided acceptable means of escape arrangements for disabled people
- The emergency sounder is appropriate for all occupants including those with hearing difficulties
- All occupants are able to reach or be assisted to a place of ultimate or comparative safety within an acceptable time period
- Specific staff are trained as Fire Wardens and in the use of fire extinguishers. These staff have been allocated specific positions in the event of an emergency evacuation.

In addition, fire refuges have been constructed in each stairwell equipped with an emergency call system direct to the FM team and an Evac chair to be used with anyone with limited mobility.

7. Activity

The School will continue to review activities on the site to ensure it complies with its duties arising from the Equality Act 2010 and other relevant statutory regulations in light of periodic changes in such regulations as necessary. This will include, where appropriate, seeking an external perspective of the school's accessibility arrangements.

8. Linked Policies

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

- (SEN) AEN Policy
- Single Equality Scheme & Action Plan
- Curriculum Policies
- Behaviour Policy
- Admissions Policy
- Health & Safety Policies

Annex 2C - Burnside Accessibility Plan

Access to Information					
Target	Task/strategy	Timescale	Resources	Responsibility / Monitoring	Outcome
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p>Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews.</p> <p>Consult pupils and staff on any proposed changes.</p> <p>Introduce new policies</p>	Yearly	Leadership Team and SENCo time to review policies.	<p>Leadership Team and AENCo</p> <p>Monitoring Governors</p>	Impact analysis carried out for all policies published on website after they have been ratified by governors
<p>Newsletters and Information - Availability of documents in alternative formats.</p>	<p>Large print and audio formats etc as required, including phone calls for parents with poor literacy/language barriers</p> <p>Member of reception team and LSA trained in sign language for deaf parents</p> <p>Monitor uptake of documents in alternative formats</p> <p>Review accessibility of newsletter and letters for parents.</p> <p>Homework information available as information sheets in alternative formats as appropriate</p>	Ongoing	<p>Training costs and time for phone calls.</p> <p>Cost of translators</p>	<p>Admin Manager</p> <p>Monitoring CJ</p>	All correspondence and information published on the school website is screened and adapted to cater for a diverse reading age. Where there are language or communication barriers translators are employed to support families.
Physical Access					

Target	Task/strategy	Timescale		Responsibility / Monitoring	Outcome
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	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.	Yearly	LH update all signage for classrooms - cost of signage	DPW	Bespoke facilities/ counselling rooms available and meeting rooms to support families Personal risk assessments in place which cover evacuation. Risk register in place and shared with staff Site and room signage in place and updated as necessary Health and Safety policies updated to reflect needs of site users

Access To Curriculum

Target	Task/strategy	Timescale		Responsibility / Monitoring	Outcome
Ensure ICT is appropriate for pupils with disabilities.	Review accessibility of ICT (including notepads & whiteboards) using specialist expertise e.g. Involve pupils, parents and specialists in review of hard & software.	As required	CPD Sessions VI students to have access to enlarged font texts, magnifying	ICT Co-ordinator & AENCo	Students have access to resources as part of their AEN plan.

	<p>Prioritise new software to purchase. Train LSAs and admin staff on use of ICT aids for dyslexia and visual impairment.</p>		<p>equipment and large screen laptops for use in school in all lessons</p> <p>HI students to have access to the FM systems through loan or school purchase Students have access to speak to text where language or Dylsexic trait act as a barrier.</p>	<p>Monitoring Leadership Team - CJ</p>	
<p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<p>Reinforce responsibilities of all teachers to read learning passports and differentiate for all learners Have an ethos of challenge for all and a belief that our learners get the best deal with us. Inform all staff through the learning passport process of reasonable adjustments needed within the classroom e.g. seating arrangements. Ongoing programme of staff training in AEN to reflect diverse needs of students within the school and anticipatory duties. Seek issues and feedback from Pupil Survey and AEN review meetings</p>	<p>Ongoing</p>	<p>CPD - most recent May - July 2021</p> <p>Cost of online system provision map to complement ClassCharts and support with accessibility and updates to staff on learning passports.</p> <p>CPD from Ed Psych service</p> <p>Trained mental health first aiders</p>	<p>All staff & Leadership Team</p> <p>Monitoring AENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors through SEN governor link</p>	<p>June 2021</p> <p>Whole school update and focus on SEN (AEN) and further development of learning support team to offer bespoke intervention and equip staff with the most accurate information.</p> <p>Regular termly AEN governor link meetings</p>

	Review PE curriculum to improve accessibility for students with ASD and VI.				
Access to wider curriculum - Improving Curricular offer	<p>Further develop curriculum to ensure fair and equal offer to mainstream students.</p> <p>Ensure that all ARP students curriculum choices are developed with connexions and SENCo to ensure bespoke, fit for purpose offer.</p> <p>Where appropriate work with Southland reaching out projects to develop work skills and functional literacy skills to ensure effective participation and skill development.</p> <p>Provide work related learning opportunities and additional connexions support for all AEN learners.</p>	ongoing	<p>Cost of staff development and resources e.g. Craft club</p> <p>Cost of transport to alternative providers</p> <p>Service level agreement with LA for connexions</p> <p>Cost of placements</p>	<p>CJ/ AHT</p> <p>Monitoring DJ/Governors</p>	<p>June 2021</p> <p>We have a well developed series of collaborations to ensure students' needs are met. We currently work with Barnardos, NYA, the moving on project at Southlands and Tyne Coast College. We offer bespoke pathways to encourage wider access to learning for students who require vocational opportunities.</p>
Access to wider curriculum - Increase participation in school activities.	<p>Audit participation in extra-curricular activities and identify any barriers.</p> <p>Ensure school activities are accessible to all students.</p> <p>Investigate LSA flexibility to cover extra-curricular activities if needed.</p>	Sept 2021	<p>Changes to school day enabling more time for extra-curricular involvement including change of working hours for LSA's.</p>	<p>SLT</p> <p>Monitoring</p>	<p>LSA/ support team available to support with wider participation from 26/6/21</p>

	School visits to be reviewed to offer equal opportunity for participation. Homework club developed with LSA's to offer children support where families may struggle. Particularly for students who need access to extra resources.		LSA or LA specialists to help develop risk assessments for trips and extra-curricular activities.	Leadership Team / Governors	Pupil premium and the school fund is used to support access to activities requiring a cost. We currently cover the cost of all additional music tuition for SEN students and those allocated pupil premium.
Promote positive attitudes to disability.	Review PSHE Curriculum Review Assembly Programme: to include community values and inclusion Regular items for newsletter highlighting achievements of pupils with AEN	Sept 2021		PSHE Co-ordinator / HP / NS Monitoring Leadership Team / Governors	Parental Bulletin shared weekly via electronic means