



Burnside College

Equality Accessibility Plan

2025

Reviewed by HP - November 2025
Ratified by Governors – December 2025

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 SEND 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 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
- Enabling access to additional opportunities through extra curricular clubs and enrichment opportunities

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 successfully underwent a full health and safety audit carried out by North Tyneside Council in March 2023.

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 on 18/11/24 confirmed:

- There were no issues identified for those occupants especially at risk
- 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:

- SEND 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 Policy, 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 SENCo</p> <p>LH monitors impact analysis</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>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>	Yearly	<p>Training costs and time for phone calls.</p> <p>Cost of translators</p>	<p>Admin Manager</p> <p>Monitoring HP</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	Resources	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)	Yearly	LH to maintain and update all signage as needed- cost of signage	DPW	Bespoke facilities/ counselling rooms available and meeting rooms to support families
	Evaluate signage of evacuation procedures, internet safety, fire drill	Yearly			Areas available for staff to work quietly and socialise during non-contact time
	Review new signage of room functions.	Yearly			Differentiated learning support areas available with the introduction of a sensory pod in September 2023 to better support students who experience sensory overload
	Review exit and entrance signage to each block	Yearly			Personal risk assessments in place which cover evacuation. Risk register in place and shared with staff
	Redevelopment of Sixth Form area has taken into consideration needs of students to include a dedicated study area and indoor and outdoor social spaces and ramp access to the sixth form area	Yearly			Site and room signage in place and updated as necessary
Ensure that equipment and furniture meets the individual needs of staff and students. Engage with Occupational Health and other healthcare professionals as necessary	Yearly				

					<p>Health and Safety policies updated to reflect needs of site users</p> <p>Staff and students have the equipment & furniture needed to safely attend work/school</p>
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Access To Curriculum					
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Target	Task/strategy	Timescale	Resources	Responsibility / Monitoring	Outcome
<p>Ensure ICT is appropriate for pupils with disabilities.</p>	<p>Review accessibility of ICT (including notepads & whiteboards) using specialist expertise e.g. Involve pupils, parents and specialists in review of hard & software.</p> <p>Prioritise new software to purchase. Train LSAs and admin staff on use of ICT aids for dyslexia and visual impairment.</p>	<p>As required</p>	<p>CPD Sessions</p> <p>VI students to have access to enlarged font texts, magnifying 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</p> <p>Students have access to speak to text where language or Dyslexic traits act as a barrier.</p>	<p>IT Manager and SENCO</p> <p>Monitoring Leadership Team - HP</p>	<p>Students have access to resources as part of their SEND plan.</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</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 SEND to reflect diverse needs of students within the school and anticipatory duties.</p> <p>Seek issues and feedback from Pupil Survey and SEND review meetings</p> <p>Continue to review PE curriculum to improve accessibility for students with ASD and VI.</p> <p>In response to risk assessments, make appropriate reasonable adjustments for students with specific needs</p>	<p>Ongoing</p>	<p>Yearly CPD for staff</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>Appropriate classroom furniture, IT equipment available</p>	<p>All staff & 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>Whole school update and focus on SEN and further development of learning support team to offer bespoke intervention and equip staff with the most accurate information.</p> <p>Regular termly SEN governor link meetings</p>
<p>Access to wider curriculum - Improving Curricular offer</p>	<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</p>	<p>Ongoing</p>	<p>Cost of staff development and resources e.g. Craft club</p>	<p>HP/SENCO</p>	<p>We have a well developed series of collaborations to ensure students' needs are met. We offer bespoke pathways to encourage</p>

	<p>and SENCo to ensure bespoke, fit for purpose offer. Where appropriate work with other providers: Foundation Futures, Moorbridge to ensure that they offer opportunity to develop the young person's talents.</p> <p>Purchase of accessible minibuses with ramp access and space for wheelchair access to enable users to access educational opportunities requiring travel</p>		<p>Cost of transport to alternative providers</p> <p>Use of and maintaining repairs for school minibus</p> <p>Service level agreement with LA for connexions</p> <p>Cost of placements</p> <p>Cost of two minibuses</p>	Monitoring DJ/Governors	wider access to learning for students who require vocational opportunities.
<p>Access to wider curriculum - Increase participation in school activities.</p>	<p>Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all students.</p> <p>Investigate LSA flexibility to cover extra-curricular activities if needed. School visits to be reviewed to offer equal opportunity for participation. Individual health plans/risk assessments in place to support learning outside of school on visits Homework club developed with LSA's to offer children support where families</p>	Yearly	<p>Changes to school day enabling more time for extra-curricular involvement including change of working hours for LSA's.</p> <p>LSA or LA specialists to help develop risk assessments for trips and extra-curricular activities.</p>	HP Monitoring Leadership Team / Governors	<p>LSA/ support team available to support with wider participation</p> <p>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 SEND students and those allocated pupil premium.</p>

	may struggle. Particularly for students who need access to extra resources.				Individual plans/risk assessments in place as appropriate to individual need
Promote positive attitudes to disability.	<p>Review PSHE Curriculum</p> <p>Review Assembly Programme: to include community values and inclusion</p> <p>Regular items for newsletter highlighting achievements of pupils with SEND</p> <p>Achieved the re-accreditation of the wellbeing award for staff and students</p>	<p>Yearly</p> <p>Every three years (Renewal 2026)</p>	Cost of resources including external speakers and renewing wellbeing award	<p>AW/AH</p> <p>Monitoring Leadership Team / Governors</p> <p>LP</p>	<p>Parental Bulletin shared weekly via electronic means</p> <p>Greater awareness and support through staff bulletin, focus groups and training sessions</p>