

Respect 🍏 Resourcefulness 🍏 Relationships 🍏 Risk Taking 🍏 Resilience 🍏 Reflectiveness



Burghill Community Academy Accessibility Plan



Reviewed: Spring 2025 Ben Caldicott

Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

Not to treat disabled pupils less favourably for a reason related to their disability.

To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.

To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Trust Board of the academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Increasing the extent to which disabled pupils can participate in the school curriculum.

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Improving the delivery of information to disabled pupils in accessible formats.

The Purpose and Direction of the School's Plan: Vision and Values

At Burghill Community Academy, we aim to provide the best possible education for all our children. Every child, regardless of their learning needs, has the right to enjoy every opportunity to fulfill their potential both in school and in the wider world.

Our school values the **6Rs: Reflectiveness, Relationships, Resilience, Resourcefulness, Respect, and Risk-Taking**, which underpin our approach to inclusion and accessibility. We strive to ensure that all pupils develop these attributes, regardless of their individual needs.

Burghill Community Academy is dedicated to this commitment and works in partnership with children, families, and professionals from education, health, and social services to provide an inclusive education. Every child has equal opportunities to learn and will be supported to prevent disengagement or barriers to success. We aim to identify any needs as early as possible and implement appropriate support. We remain open and flexible in our approach, seeking advice from external agencies when necessary.

Parents and those with parental responsibility play a central role in their child's education. We will consult with parents on all matters concerning their child, and no intervention beyond standard classroom practice will occur without parental involvement.

Above all, Burghill Community Academy will use its resources and high levels of professionalism among staff to enable every child to progress and succeed.

The school has set the following priorities for the development of its vision and values: Full involvement of parents and carers in their child's education.

A collaborative team approach to addressing individual needs, ensuring a successful education for all.

Information from Pupil Data and School Audit

Burghill Community Academy currently meets the needs of all children on roll. The only room that is not fully accessible to all children is a staffroom/intervention room. However, the school has a fully accessible library, which is commonly used for intervention. Should a child be unable to access the stairs, the library will be used instead.

All pupils are actively encouraged to participate in school life, including off-site and residential visits, with adjustments made as necessary.

Increasing the Extent to Which Disabled Pupils Can Participate in the Curriculum

We currently:

- Have a predominantly single-level, disability-friendly building with disabled toilets, wide doors, and accessible parking available upon request.
- Maintain secure school grounds with designated areas for all children, including an accessible adventure area (trim trail) with safety surfacing.
- Have extended the outdoor classroom with a log circle for curriculum activities and a sensory garden for children with visual impairments.
- Use iPads to support pupils with additional needs, enabling access to digital learning tools that enhance curriculum access for all pupils.
- Employ experienced teaching assistants (TAs) trained to support pupils in classrooms and through targeted interventions.
- Provide specialist support assistants who work with pupils inside and outside the classroom, in collaboration with external specialists.
- Ensure all teachers plan differentiated lessons to accommodate all pupils, following a high standard of quality first teaching. Intervention groups are used when additional support is needed.
- Identify children with disabilities and additional learning needs on the SEN register and implement appropriate intervention programs.
- Place pupils in their peer groups whenever possible. In cases where a child's needs are better met in a different year group, decisions are made collaboratively with parents and always in the child's best interest.
- Ensure the SENCo facilitates the full inclusion of all pupils by coordinating support from pupils, parents, teachers, support staff, and external agencies.
- Plan school timetables with consideration for all pupils' needs.
- Promote disability awareness through PSHE lessons, school council initiatives, and assemblies. A nurturing, family-oriented approach ensures peer support for students with disabilities.
- Maintain high expectations for all pupils, regardless of disability or additional learning needs.

Improving the Physical Environment to Increase Accessibility

Current Provisions and Considerations:

- iPads are used to support pupils with additional needs, offering assistive technology for learning accessibility.

- Furniture in common areas remains static to accommodate sensory pathways for students requiring predictable navigation.

Future Considerations:

The physical environment will be reassessed if new pupils or staff with disabilities join the school. Necessary adjustments will be planned accordingly.

Improving the Delivery of Information to Disabled Pupils

- Information for disabled pupils is provided in the most accessible format based on individual needs.
- Expert advice is sought from specialist services, and appropriate resources or assistive technology are provided as necessary.
- Resources and materials are adapted and revised continuously to ensure accessibility.

Making It Happen

Management

The Governing Body is responsible for overseeing the school's accessibility plan and ensuring any necessary changes to the physical environment are implemented. They will also plan for funding or access to grants where necessary.

Coordination

The Executive Headteacher and SENCo will oversee all relevant policies, including the SEN Policy, Accessibility Plan, Disability Plan, and Health and Safety Policy.

Availability of the Accessibility Plan

- The school makes its accessibility plan available in the following ways:
- The plan is kept alongside all school policies and is available for parents upon request.
- The plan is available in written format and as a digital document from the school.
- The plan can be viewed on the school's website.
- The plan is written in accessible, non-specialist language and can be adapted into large print, Braille, or alternative formats upon request (advance notice required for alternative formats).

The Executive Headteacher or SENCo is available to discuss the plan with parents upon request and by appointment.