

BURFORD SCHOOL



# Burford School

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## Accessibility Plan



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### Introduction

Burford School already provides for the additional needs of disabled pupils who have special educational needs (SEN). The Disability Discrimination Act 2005 (DDA) outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. The new duties build on and complement best inclusive practice. One of the new duties is to plan to increase over time the accessibility of schools for disabled pupils. This school's accessibility plan will be part of the School Plan and the School Profile. This plan will run from January 2007 and will be reviewed in January 2009.

As a school, we aim to:

- **provide access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- **improve access to the physical environment of the school.** This covers improvements to the physical environment of the school within the constraints of the buildings and site and physical aids to access education.
- **provide appropriate delivery of information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### Definition of Disability

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

### Monitoring and redress

As part of their inspections, OFSTED will monitor schools' accessibility plans. The Secretary of State can intervene where a school is not complying with the planning duty and can direct a school to do so. The school's complaints procedure will cover accessibility issues should they arise.

## Identifying Barriers to Access: A Checklist.

This list should help us identify barriers to access that exist in the school. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

### Section 1: How does our school deliver the curriculum?

Question	Yes	No
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	
Are our classrooms optimally organised for disabled pupils?		√
Do lessons provide opportunities for all pupils to achieve?	√	
Are lessons responsive to pupil diversity?	√	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	
Are all pupils encouraged to take part in music, drama and physical activities?	√	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√	
Do we provide access to computer technology appropriate for students with disabilities?	√	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	

## Section 2: Is our school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, and outdoor sporting facilities, playgrounds - allow access for all pupils?		√
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		√
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		√
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		√
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		√
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	√	
Are areas to which pupils should have access well lit?		√
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?		√
Is furniture and equipment selected, adjusted and located appropriately?	√	

## Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√	
Do we have the facilities such as ICT to produce written information in different formats?	√	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√	

<b>Accessibility Plan</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	To improve access for wheelchair users throughout the school	Ensure all pupils are aware of the needs of wheelchair users. Extra ramps put in place.	Permanent ramps installed. Pupils to be aware of wheelchair user policy.	July 2007	
<b>Medium term</b>	Be mindful of appropriate colour schemes when refurbishing to benefit pupils with visual impairments. Fitting high visibility strips to stairways and external steps.	Seek advice from LEA and RNIB on appropriate colour schemes	Classrooms are made more accessible to visually impaired pupils. Steps and stairs more easily negotiated.	2007/2008	Physical environment of the school improved for visually impaired children.
	Training for teachers and LSAs on differentiating the curriculum.	Following an audit decisions are made as to which members of staff would benefit from this type of training.	Staff are able to meet the needs of disabled pupils more fully with regard to accessing the curriculum.	Ongoing 2007/2008	Increase in access to the National Curriculum.
	Continue to assess and improve access to areas of the school. Over successive financial years, entrances and exits to designated parts of the school will be fitted with ramps to allow wheelchair access.	Planned use of minor devolved capital funding. Possible bid for funds from Schools Access Initiative.	Over a two year period the school's entry areas are made accessible to the disabled.	By January 2009	Physical accessibility of the school increased.