



Buttershaw Business & Enterprise College Accessibility Policy

Purpose of the policy	To detail the Accessibility Policy for BBEC
Dated	March 2021
Contact	The Head Teacher

Named Governor:	Simon Hume
Monitoring of the Policy:	Paula Eastwood / Steve Haigh / Andrew Taylor
Reporting to:	The Governors
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Next Review Date:	March 2025

➤ THE ETHOS OF BUTTERSHAW BUSINESS AND ENTERPRISE SCHOOL



At Buttershaw Business and Enterprise our values are:

- Ambition – We set ourselves challenging goals
- Resilience - We give it a go
- Courtesy – We are polite to everyone
- Kindness – We show we care about those around us.

Introduction

The Equality Act 2010 states that it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief. Discrimination on these grounds (known as “protected characteristics”) is unlawful.

Aims of the Policy

The aims of the accessibility plan are:

- Explain the principles of accessibility and what it means to the academy
- How the academy will look to develop the plan
- How we will attempt to overcome barriers and seek to provide an enabling and learning environment
- Show how we intend to be a fully inclusive academy of learning where students’ needs are treated individually

Academies will also need to have regard for the requirement to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the academy development plan.

Policy Statement

Buttershaw Business and Enterprise College is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, with any form of protected characteristics and will ensure that they are not treated less favourably in any procedures, practices and service delivery.

The school is committed to providing appropriate access to its buildings, facilities and curriculum to the widest possible range of learners.

Within the limitation of the funds available to it, the school will provide for specific needs when identified. It will also seek to be proactive in incorporating improved accessibility features where affordable as part of its on-going planned and routine maintenance.

The school welcomes all pupils including those with physical and learning difficulties and will provide appropriately for them.

The school is committed to providing an experience of mainstream schooling in the secondary years for the full range of those able to benefit from it but recognises that some young people will struggle to flourish in the context of the mainstream school. It will devote its full energies to seeking appropriate alternative or enhanced provision for any pupil unable to experience success otherwise.

The school will not tolerate harassment towards any students, employees and any others involved in the school community.

School facilities

The school building specification addresses circulation and corridor width; accessible toilet and hygiene area; signage; décor and colour; acoustic performance and the need for classrooms to be of generous size, which comply with the DDA building standards.

We have also established a self-contained integrated inclusion suite which has been designed and equipped to meet the needs of pupils with EBD and SpLD.

There is lift access to first and second floor areas of the main school.

Designated disabled parking bays and ramp access to the student entrance.

Developing the plan

To continue to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvement to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for pupils with disabilities, expanding the curriculum as necessary to ensure that pupils are equally prepared for life. 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students. Within budgetary limitations, any necessary additional equipment/resources will be provided by the school or outside agencies.

In addition to this, individual action plans are developed for particular students presenting with difficulties and/or barriers to learning. These action plans are used to identify solutions and agree expected outcomes and any support needed to overcome them. Any needs are identified in the action plans and are dealt with as soon as possible by all partners giving due regard to business needs and availability funding.

Improve the delivery of written information to pupils, staff, parents and visitors. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame and included on the school's website.

How we will attempt to overcome barriers:

We recognise that barriers to learning show themselves in many different ways, they may be in the form of physical or learning difficulty or disability, audio or visual impairment or language barrier or difficulties relating to mental health and well-being. Less obvious are the physical health problems which may be chronic and long term or their onset.

We will work in partnership with parents, carers and other identified partner agencies.

We will ask parents and carers on a regular basis about current conditions or circumstances or change in these that might impact learning and convene meetings where necessary.

We will agree an individual action plan/risk assessment that will aim to overcome the identified barriers to learning that may include some/all of the following:

- Ensure that students are treated as individuals
- Identify a named person as a direct contact person
- Convene a meeting in school with parents, carers and identified partner agencies to attempt to reach a view on what the barriers are to learning and a consensus on how we get over them, this may include, but is not restricted to:
 1. Overview of the condition and its impact on the individual
 2. What things need to change/be adapted/business needs
 3. Agreed communication channel
 4. What to do in an emergency
 5. Risk assessment
 6. Date of review

Action Plan for Improving the Physical Environment

Objective	Area for Action	Success Criteria	Timeframe
Ensure fire procedures take account of the needs of students with disabilities	<ul style="list-style-type: none"> • Review the needs of the identified students • Ensure that appropriate provision, including places of safety have been established 	<input type="checkbox"/> Identified students are safe and have clearly recognised set of procedures to meet in case of fire/evacuation.	On-going

To ensure that all disabled students have access to educational trips and visits	<ul style="list-style-type: none"> • Trip leader to research and ensure that all aspects of trip – travel/accommodation/venue/activities are accessible or suitable for modification • Suitable risk assessments for all aspects of trip/visit completed 	<ul style="list-style-type: none"> • All teachers planning trips/visits • All disabled students participating fully in educational trips and visits 	On-going
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Action Plan for Improving the Curriculum Access

Objective	Area for Action	Success Criteria	Timeframe
Training for teachers on differentiating the curriculum	<ul style="list-style-type: none"> • Undertake an audit of staff training requirements • Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. 	<ul style="list-style-type: none"> • All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum • Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. • <input type="checkbox"/> The use of other professional partners has been made available. 	On-going
All out-of-school activities are planned to ensure the participation of the whole range of pupils	<input type="checkbox"/> Review all out-of-school provision to ensure compliance with legislation	<input type="checkbox"/> All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going
Classrooms are optimally organised to promote the participation and independence of all pupils	<input type="checkbox"/> Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Provide chairs and tables of varying heights in classrooms	<input type="checkbox"/> Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Improved comfort to aid learning	On-going
Training for Awareness Raising of Disability Issues	<input type="checkbox"/> Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	<input type="checkbox"/> Whole school community aware of issues relating to Access	On-going

Action Plan for Improving the Delivery of Written Information

Objective	Area for Action	Success Criteria	Timeframe
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As needed
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As needed
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from LA on alternative formats and use of IT software to produce customised materials.	All school information available for all	As needed
Raise awareness of adults working at/for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	On-going