

Accessibility Plan

(Statutory)

Reviewed/Approved by Trustees' Full Board: 10/07/2025

Review Cycle: Every Three Years

Next Review Due By: July 2028

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in and access the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and opportunities provided.
- Improve the availability of accessible information to disabled students.
- Foster positive and enriching relationships between disabled and non-disabled members of the school community

Our vision is for every student to enjoy their learning and feel valued for who they are. Our mission is to implement a learner focused integrated curriculum with effective pedagogy.

The Burgate School and Sixth Form is committed to providing a fully accessible environment underpinned by our values of kindness, curiosity, and ambition. We are dedicated to challenging negative attitudes around visible and non-visible disabilities and accessibility, and we aim to develop a culture of awareness and understanding.

The Trustees will:

- Review the procedures and facilities to maximise accessibility to the Burgate School and Sixth Form for those with additional needs.
- Make recommendations to improve accessibility through amendments to the plan.
- Ensure the link trustee for SEND liaises regularly with the SENDCO.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Parents of a child with a disability or additional need are expected to work closely with the school. Liaison with relevant professions, e.g. Educational Psychologists, Hampshire SEND is vital to support a child's additional and evolving needs.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

As a school we are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy (including equality information and objectives)
- Special educational needs (SEN) policy
- Supporting students with medical conditions policy

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Appendix 1: Accessibility Plan

Short Term			
Action Required	By whom	When	Success Criteria
Increase access to the curriculum for students with a disability.	Leadership Team Heads of Department SEND Team Classroom teachers	Ongoing	Our school offers an adaptive curriculum for all students. Resources used tailored to the needs of students who require additional support to access the curriculum. Curriculum resources include examples of people with disabilities. Progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to make sure it meets the needs of all students. Students can fulfil their potential as barriers to learning are removed.
Ensure where possible that school visits, including overseas visits, are made accessible to all students irrespective of attainment or impairment.	Leadership Team Heads of Department SEND Team Trip leaders	Ongoing	All trips accessible to all students.
Advise teachers on the best ways to organise classrooms to meet disabled students' needs.	SENDCO Specialist Teacher Advisors Medical Professionals	Ongoing	Individual Learning Plans (ILP) and EHCP reviewed regularly. Learning Walks and lesson observations in place. Classrooms organised effectively.
Provide training for all teachers on additional pressures faced by disabled students.	Leadership Team SENDCO	Ongoing	Students' ILPs are up to date, reviewed regularly and teachers are acting on the guidance they contain.
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.	SENDCO Digital Strategy Team External agencies	Ongoing	Students are able to fulfil their potential as barriers to learning are removed.

Medium Term			
Action Required	By whom	When	Success Criteria
Ensure pathways of travel around the school site and parking are safe, routes logical and well signed.	Leadership Team SENDCO Site team	Ongoing	Students with a disability can access all aspects of school where appropriate.
Review décor or signage to ensure it is not confusing or disorientating for disabled students with visual impairment, autism or epilepsy.	Leadership Team SENDCO Site Team Classroom teachers	Ongoing	Clear signage. Well organised and tidy classrooms. Classroom and school environment removes barriers to learning and accessibility.
Ensure all area to which students should have access are well lit.	Leadership Team Site team	Ongoing	Regular site team inspections of site. School environment removes barriers to learning and accessibility.
Reduce background noise for hearing impaired students (such as considering a room's acoustics, noisy equipment).	Leadership Team Site team SENDCO Specialist Teacher Advisor for Hearing Impairment		No bells – except emergency bells. Visual message on computer screens in an emergency situation. Timetable lessons in more appropriate classroom where appropriate. Split lunchtimes – reduces number of students in the canteen.

Long Term			
Action Required	By whom	When	Success Criteria
Continue to improve the physical environment of the school buildings and grounds	Leadership Team Trustees SEND Team	Termly	Physical and accessibility access improved. Stair lifts / Ramps / inclusive toilets. Students are able to fulfil their potential as barriers to learning are removed.