

	Burton PRU
Policy Title	Accessibility Plan
Last reviewed	January 2022 – May 2025

Burton PRU (BPRU) aims to provide both students and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development.

Our Federation Mission Statement is:

To empower learners to become successful.

With the core values of Trust, Honesty, Care and Respect – are at the heart of our inclusive child centred learning programmes at BPRU.

All students to believe in themselves, realise their potential and achieve a successful social and academic future, that can sustain them throughout their lives.

1. Aims

At BPRU we believe every student has a fundamental right to education and must be given the opportunity to achieve and maintain their learning at the highest level possible. Every student has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.

We believe that everyone has a right to equal opportunities. We believe that all students, adults and families should feel welcome and should have an equal chance to benefit from our school and everything that it provides – safeguarding for all.

We are committed to giving all of our students every opportunity to achieve the highest of standards including those with diverse needs.

We offer an accessible, broad, balanced and flexible academic and social curriculum, that ensures that our students are fully included in all aspects of school life and can develop their social and academic skills.

We have the highest expectations for all of our students. We plan our curriculum to extend our student's knowledge and experience of other cultures, languages and celebrations. We ensure that our curriculum reflects the diversity of our society and not just our group. We encourage our students to explore in a positive way the difference and diversity of people.

We actively seek to combat all forms of discrimination by enabling our students to understand other people's points of view.

The staff at BPRU, are developing the website to include a greater range of resources, signposting to further help to support all students.

2. Legislation and guidance.

This plan has been created to meet the requirements of the Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10> and the Department for Education (DfE) guidance for schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>.

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

Schools 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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

NB: BPRU has very few disabled students who need extra planning to access the curriculum or building; when this has occurred – BPRU implements clear practical actions to support / meet the needs of the student.

Increasing the extent to which disabled students can participate in the curriculum.

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Staff SEND audits and subsequent training can identify areas of need.

Target	Strategy	Outcome	Timeframe	Achievement
Identify the needs of all students on entry, to allow greater access to the curriculum.	An on-entry induction period. Staff and SENCO will meet new students and assess needs and ability both formally and informally. This information to be added to a individual student pen portrait that will include information from home visits, pre-admissions meetings and induction.	For all staff to be aware of the needs of the individual students. For all staff to be aware of personalised strategies to support the students to access the curriculum.	Embedded by Easter 2022.	Increase access to the National Curriculum & Qualification Syllabi. To encourage engagement and achievement.
Identify areas of need for staff development.	Regular staff SEND audits to inform staff training that recognises our transient school community.	To ensure that any barriers to learning are removed.	On-going	To allow full access to the differentiated curriculum for all of our students.
Classrooms are optimally	Review and implement a	Lessons start on time	On-going	Increase in access to the KS3 and

organised to promote the participation and independence of all students.	preferred layout of furniture and equipment to support the learning process in individual class bases as and when needed according to the needs of pupils.	without the need to make adjustments to accommodate the needs of individual students.		KS4 Curriculum through greater personalised learning strategies; differentiation of qualifications etc.
--	--	---	--	---

Increasing the availability of accessible information (written) to disabled pupils.

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels).

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats, eg. student friendly timetables for students to read diagrammatically; written text into audio etc.	BPRU will continue to use various technologies to support the access for students to written text.	BPRU will be able to provide individual written text in different formats: coloured paper/background; written to audio; audio etc.	On-going when needed.	All students to have equal access to written text. Use of Microsoft Immersive Reader.
Make available specific school literature (eg. induction booklet, letters etc.) in other formats to meet the needs of the intended.	BPRU to select various technologies to support this – as and when needed.	Everyone can access BPRU key documents that they find the easiest way to access.	On-going when needed.	Equal access of key school documents. Use of Google translate.

Review documentation with a view of ensuring accessibility for pupils with visual impairment. P/C who have hearing impairment – school will email these p/c. JMB/TE/SB on going.	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	On-going when needed.	BPRU is more effective in meetings everyone's needs.
To support students/families with English as an additional language.	BPRU will try its utmost to seek a suitable translator for key meetings.	For equal participation in key meetings.	On-going when needed.	BPRU is more effective in meetings everyone's needs.

Improving the physical environment of BPRU.

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education

Target	Strategy	Outcome	Timeframe	Achievement
To make adjustments to lighting to minimize the negative impact of a student's visual impairment.	1) BPRU will add anti-glare film to doors & windows if needed or required. 2) To provide task lighting if and when needed.	All students to be able to access the building. All students to be able to access the curriculum	Ongoing when needed.	BPRU is more effective in meeting student's needs.
Steps have colour contrasted handrail.	To maintain the existing handrails.	BPRU students to have safe access to the steps for curriculum areas. However, easier access is available from external doors to	In place and on-going.	To continue to provide equal access to the building for our students.

		the English and Maths rooms.		
Accessible toilet is available for students, staff and visitors.	To maintain the existing accessible toilet to a high standard.	Accessible toilet available for students as and when required.	In place and on-going.	To continue to provide equal access to BPRU's facilities for our students.
Bell to access gates is at accessible height.	To maintain the existing bell for wheelchair users.	For visitors and students to have accessible contact with reception staff.	On-going	To continue to provide equal access to BPRU.
To provide physical aids within the classroom.	Research physical aids for the classroom with a view to ensuring better accessibility to the curriculum for students as and when required.	All students to be able to access the full range of the curriculum.	On-going when needed.	BPRU is more effective in meetings everyone's needs