BURLINGTON
HOUSE SCHOOL

SENDA Accessibility Plan

Responsible person: Nuala Dalton

Review Cycle: Triennial

Last review date: September 2022

New review date: September 2025

In all Burlington House School policies, the words "Burlington House School" refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

Burlington House School is owned and operated by **Cavendish Education.**

General Introduction:
This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that 'all children can achieve'.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility September 2018 considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BrightSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

The school adheres to the regulations and guidance in the ISI regulatory standards and the law set out in Schedule 10 of the Equality Act 2010. This policy refers to disabled people, including those with special educational needs.

At Burlington House School we will:

- Not treat disabled people less favourably
- Take reasonable steps to avoid putting disabled people at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

This three year plan runs from September 2019 to a pending **meeting with therapists**. This three-year plan includes how the school plans to:

a) increase the extent to which disabled pupils (including those with special educational needs) **can participate in** the school's curriculum
b) improve the provision to disabled pupils of **information which is already in writing** for pupils who are not disabled
c) improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

To increase the extent to which disabled pupils (including those with special educational needs) **can participate in** the school's curriculum:

Objective	By when?	By whom?	Resources	Review
To improve delivery of multisensory lessons by auditing teaching and learning to pupils with SEND within the classroom.	On-going	All teaching staff.	Time for classroom observations and appraisals	Reviewed again after October 2022. Moving forwards, review through the appraisal system.
To improve pupils' access to pencil grips, wobble cushions and multisensory toys to help with specific difficulties and attention disorders by providing each classroom with an SEN toolbox	Introduced Sept 2014	PH(OT)	OT Budget	SEN Toolkits in place from Sept 2014. Require regular updating. Last updated Oct 17.
To provide auxiliary staff and bursary scheme to ensure that all pupils have access to school residential trips	April 14	LT Finance Manager	Trip Bursary	Ongoing
Expand therapeutic team	September 2020	LT	Annual Salaries	As of September 2022 the school has: 2 full time Occupational Therapists. 1 Part time occupational therapists who works 4 full days a week 2 full time Speech and Language therapists with a further part time therapist who works 3 full days a week. 1 full time Counsellor and 2 part time Counsellors who work 3 full days a week
To improve posture, balance, strength, flexibility and mindfulness in selected pupils by providing specialist exercise	September 2020	OT-PL, BDV	Time allocated on PH and MP's timetables	Review September 2022 and ongoing

sessions to selected pupils.				
To improve attention and concentration of pupils in lessons by introducing alert programme and brain gym.	September 2021	OT-PL, BDV	Time	BDV provides ongoing INSET training to all staff and most recently in the academic year 2021-2022. Zones of regulation introduced September 2019
To increase the specialism of OT to include sensory integration by having OT complete Sensory Integration Module 1 training.	September 2021	OT-PL, BDV	Course costs (training budget)	September 2022
Train staff in teaching methods and the use of equipment to help support the learning of pupils with hearing impairment.	Ongoing	SENCo & all staff	Time	SENCo to regularly liaise with peripatetic teacher of deaf to organise training for new staff and update current staff – Sep 2020
PE staff to introduce mindfulness sessions in order to improve the social and emotional wellbeing of pupils.	September 2020	MR, JRS	N/A	September 2023
School therapeutic dog(s)	Sep 2017	BDV	N/A	September 2023

Objective	**By when?**	**By whom?**	**Resources**	**Review**
OT Extra equipment	On-going	OT department	Sensory playground has been maintained Trampoline replaced Boxing bag added to OT room Sensory Toolkits	On-going - as needs arise
OT-Introduction of Zones of regulation	Introduced January 2020	Responsibility of OT department but all staff to	All available on the drive	Termly

programme		use it. Staff training was provided		
English Department- assistive technology software & headphones	September 2019	Eng Dept. Eng Dept Eng Dept	Read and Write Headphone/speech to text Scaffold sheets	Read and Write needs to be upgraded to gold ASAP by EC
Building works 2019- improved entrance and disability parking space created.	In place, final sign off in March 2021	ACS Professionals In Construction		KC/CC
Wheelchair accessibility secured for visitors		ACS Professionals In Construction		KC/CC
Separate car/pedestrian entrance	In place, since Sept 2019	ACS Professionals In Construction		KC/CC
6th Form-discussion of a lift		ACS Professionals In Construction		KC/CC
Extra LSA's	September 2020	Headmaster		
Clear floor markings and signage	Already in place	Site Manager		On-going
Special Gate- remove padlock	In place, since Sept 20	Site Manager		
Changes to LED lighting	In place, since Sept 20	JB Electrical		On-going
Acquisition of 2 standing special	In place, since Sept 20	Site Manager		

desks for staff with bad backs				
Refurbished Disabled toilet	In place, since Sept 19	CSR Ltd		

To improve the provision to disabled pupils of **information which is already in writing** for pupils who are not disabled;

** Note, due to the specialist nature of the school as a provision for pupils with dyslexia, all pupils in the school have difficulty accessing written information. As such, our day to day function is based on a model which provides additional support for pupil to access written information. Details of the way in which we provide for this are available in our SEN Policy and SEN SEF and DEV Plans.*

Objective	**By when?**	**By whom?**	**Resources**	**Review**
Increase number of coloured overlays pupils have access to in classrooms (using SEN toolbox)	Sept 2021	ND/MC	Coloured overlays	Annual update of SEN toolboxes in classrooms.
To include more rigorous reading data from a well-respected standardised test in tracking data by administering YARC test and GL assessment.	Sept 2020 Sept-2021 Sept-2022 Annual ongoing	SaLTs	GL assessment	Review annually.
To provide access to Paired Reading for all pupils in the school	Sept 2021	All staff	Time	Paired reading offered to all pupils in the school from September 2021. Ongoing
All current teaching staff and LSAs to be trained to meet needs of learners with SpLD at postgraduate level.	Ongoing	MP	Training Budget	Review annually based on numbers of new staff
Introduce series of twilight specialist INSETs	Sep 2021	ND	Training budget	Review annually
Introduce further training for key staff to deliver intervention programmes	May 2021 September 2023	ND TB	Training budget	Review annually

To improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Signed: Date:

_____ _____

(Chair of Governors, on behalf of the governing body)