



# Accessibility Plan

## Adoption Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

<b>Approval Body:</b>	<b>Headteacher</b>
<b>Adopted:</b>	<b>March 2018</b>
<b>Leadership Grp Responsibility:</b>	<b>School Business Manager</b>
<b>Review period:</b>	<b>3 years</b>
<b>Date of next review:</b>	<b>March 2021</b>

**This is a Level 3 Policy against the Trust Governance Plan.**

This procedure was adopted by the School Leadership Team, for implementation in Bennett on the date above and supercedes any previous policy or policies on the management of accessibility.

At Bennett Memorial Diocesan School our values reflect our commitment to love and accept all; that we believe there is no ceiling on the hope that God gives us to live fulfilled lives; and that all may flourish. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and doing what is right, where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a happy, tolerant and inclusive school; steadfast to what is just, wise and right.

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010). Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled students;
- b) improve the physical environment of the school to increase access for disabled students; and
- c) make written information more accessible to disabled students by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**

The Accessibility Plan will be published on the school website.

### Objectives

Bennett is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The school's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and its events; the information should be made available in various preferred formats within a reasonable timeframe.
- The school's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## BMDS Accessibility Plan

An accessibility audit will be completed regularly in order to inform the ongoing development of the Accessibility Plan. The school's accessibility plan should be resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities and actions for the Accessibility Plan for our school were identified by:

- Senior Leadership Team
- SENCO
- Site Manager
- The Local Governing Body
- Access Audit completed by EA Audits (January 2018)

**Action Plan**

<b>Standard</b>	<b>Action</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>By When</b>	<b>Measure</b>
Development of Accessibility Plan and Implementation of Plan	<p>Create a 6 monthly agenda item for Accessibility Plan and its implementation and development to be reviewed by LMT</p> <p>Create an annual agenda item for Accessibility Plan and its implementation and development to be reviewed by LGB</p>	Accessibility to be a cohesive part of the running of the school and forms part of our day to day plan in moving forward	HT	Sept 2018	Discussion and actions recorded in minutes
Promoting policies and practices	Positive attitudes to be promoted through posters around school site	Enhanced student understanding of issues and concerns of disabled people	DHT	Sept 2018	Audit of posters displayed around site – confirmed by SBM
	Positive and diverse images to be included in all materials and displays	Access to positive images of disabled children and adults	DHT	Sept 2018	Audit of displays and materials – confirmed by SBM
	PACE curriculum to be used to promote positive attitudes and equality	Enhanced student understanding of issues and concerns of disabled people	Head of PACE	Mar 2019	Audit of Scheme of Work by DHT

BMDS Accessibility Plan

Increase access to the curriculum for disabled students	A working group comprising governors and the School Business Manager to carry out a high level accessibility review of the existing signage and the wayfinding system in place at the school.	Directional signs throughout the school easily read by visitors and pupils (considering site difficulties)	SBM	Sept 2018	Plan for improved signage (including design) in place for implementation as budget allows
	Review key staff training needs. Provide training for members of the school community as appropriate.	To improve staff awareness of disability issues.	SENCO	Sept 2018	Training delivered
	Include an accessibility check of all school and out-of-school activities ensuring that sites are suitable for all children with a disability; Consider any reasonable adjustments required to enable students with a disability to take part in the out of school activities, including travel requirements.	Ensure that all students with a disability are able to take part	Ass. HT	April 2018	Disabled students able to take part in school activities
Improve the physical environment of the school to increase access for disabled students	Disabled sign to be moved onto the specific parking, and paint 'no parking' on adjacent yellow lines	Improved disabled parking and access	Site Manager	Sept 2018	Markings & signage in place
Make written information more accessible to disabled students by providing information in a range of different ways	Students with a disability to be asked to take part where appropriate and give their feedback on how well written information meets their needs.	All future written information is designed with the specific needs of disabled students in mind	SENCO	Sept 2018	Written report of feedback to be presented to LMT