

Bennett Memorial School

ACCESSIBILITY PLAN

Approval 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.

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

Review Body:	LGB
Approved:	March 2023 (Chairperson)
Next review:	March 2026
Review Period:	3 years

This plan was approved by the LGB for implementation on the date above and supersedes any previous accessibility plan.

1. Introduction and Context

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.

Our Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Local Governing Body (LGB) to ensure that Bennett Memorial School is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- a) To increase the extent to which disabled students can participate in the school's curriculum.**
- b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.**
- c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.**

2. Purpose and Aims

2.1 Bennett's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.

2.4 To identify barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally

provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). Bennett Memorial School is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed. The Accessibility Plan will be published on the school website.

a) Increase the extent to which disabled students can participate in the school's curriculum

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with primary schools, or other schools as appropriate, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- c) Listening to students' and parents'/carers' views.
- d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled student.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- g) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- h) Special access arrangements for internal and external assessments.
- i) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
- J) Partnerships with parents supported by planned structured conversations and ongoing home-school liaison.
- k) A structured and dedicated transition programme for vulnerable students.
- l) Specialist advice and guidance to support transition.
- m) Multi-agency support coordinated by the SENCO.
- n) Training for relevant staff on teaching and learning strategies for students with autism.

Further development

4.5 The School Development Plan sets out additional development priorities in this area. These include:

- Develop further a curriculum model which meets the needs of all students by ensuring that the curriculum in each subject is sequenced to maximise accessibility.
- Further improve subject specific pedagogy through professional development so that teachers can atomize to-be-learned course content to its most accessible components and use well-planned formative assessment strategies to check that all students have mastered the foundational knowledge.
- Conduct annual curriculum reviews.

- Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school.

b) The school environment already incorporates many features to ensure accessibility

4.6 These include:

- Lifts
- Ramps
- A specialist SEND area, with small, quiet and calm learning spaces
- Disabled toilets
- Features that improve acoustics
- Customised furniture and/or equipment
- Specialist resources, including digital technologies
- Guiding in emergency evacuation
- Automatic doors

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new buildings.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

4.10 Teachers and Teaching Assistants consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students.

4.11 In addition, the school makes the following available as appropriate:

- Accessible resources with particular attention to reading age, plain English, images and layout.
- Laptops and other digital technologies.
- Tactile resources.
- Readers and/or scribes in exams, where appropriate

4.12 The following opportunities to improve further will be explored:

- Opportunities provided by digital technologies.
- Regular clear and relevant information to parents in home language if required

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled students.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Local Governing Body is responsible for the approval of this plan.

5.4 The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Local Governing Body and is reviewed every 3 years.

Access to site and facilities

Audit item	Actions	Target date for completion	Responsibilities	Outcome	Measure
Access via public transport	Add a link to google maps on the school website under Contact Us	2022	School Business Manager	To improve public awareness of public transport	Link now on website
Disabled parking	Add arrow indicating location of disabled parking to the sign at the school entrance Erect sign in front of disabled parking bays at height of 1m	spring term 2023	School Business Manager	To improve our signage regarding disabled parking	Signage ordered and will be fitted by Spring term
Reception facilities	Install a portable hearing loop and display the sign Provide signage or instructions from reception area to the visitor's accessible toilet Provide a seat with high back and arms Adapt the reception desk to enable a person in a wheelchair to access the desk	2023 Summer term 2023 Spring term 2023 Summer term 2023	School Business Manager	To improve our reception facilities to comply with audit recommendations	Hearing loop installed and sign signage displayed Instructions provided New seat available for visitors
External areas	Highlight changes of level at doorways with a yellow strip Ensure all outside steps have nosings	2023 2023	School Business Manager	To comply with audit recommendations	Yellow strip fitted to show changes of level in doorways Outside nosing in yellow

	Install further handrails to steps where there are more than 3 risings	2023	School Business Manager		Handrails installed to steps that have more 3 risings
Internal movement	Add nosings to hall steps and a further handrail	2023	School Business Manager	To comply with audit recommendations	
	Fit internal ramp with a further handrail	2023			
Accessible toilets	Ask cleaners to check daily that alarm cords are hanging freely	Summer term 2023	School Business Manager	To ensure that all staff and pupils have access to safe toilets. To provide accessible toilets in the Mansion building	Checks in place to ensure that alarms cords are hanging freely
	Ensure each disabled toilet is fitted with an alarm cord at an accessible height	Summer term 2023			All disabled toilets are fitted with an alarm cord
	Install a disabled toilet in Mansion and add signage from reception	2023			Planning permission granted. New toilet block to be built over summer 2023
Medical facilities	Draw up emergency transportation plans for students requiring additional medical needs and fire evacuation plans for disabled students	Spring 2023	School Nurse	To produce PEPs for all vulnerable and disabled staff and pupils	
	Ensure medical emergency plans in place for students requiring these	Summer term 2022	School Nurse	To produce PEPs for all vulnerable and disabled staff and pupils	
	Purchase more portable ramps to be placed around the site where there is a step	Summer term 2022		Portable ramps to be available around site	

	Purchase a lighter foldable wheelchair	Summer term 2022	School Nurse	Wheelchairs to be available around site	
	Review evacuation routes for pupils in wheelchairs	Summer term 2022	School Business Manager	Ensure that wheelchair bound staff and pupils can evacuate safely from school site	
Internal signage	Review internal signage as per audit recommendations	2023	School Business Manager	To ensure that signage comply with audit recommendations	New signage installed
Social and quiet spaces	Dedicate an accessible room for DT	2023 or sooner if student in wheelchair can't access the facilities	LMT		
Doors	Change door handles as per audit recommendations	2023	School Business Manager	To ensure that doors comply with audit recommendations	New fire door and handles fitted
Teaching spaces	Review provision of accessible benches etc in specialist rooms	2023	LMT		
Furniture	Provide at least 1 high backed chair in the main staff room	2023	School Business Manager	Ensure that all staff with a disability can use the staff room	Disabled staff can now access the staff room

Access to education

Audit item	Actions	Target date for completion	Responsibilities	Outcome	Measure
Access to curriculum	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	Ongoing	Assistant HT	Ensure that all students with a disability are able to take part	Disabled students able to take part in school activities

	enable students with a disability to take part in the out of school activities, including travel requirements				
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Access to information

Audit item	Actions	Target date for completion	Responsibilities	Outcome	Measure
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	Ongoing	SENDCo	All future written information is designed with the specific needs of disabled students in mind	Written report of feedback to be presented to LMT
Staff awareness training	Maintain regular updates and training for members of the school community	ongoing	SENDCo	Improve staff awareness of disability issues	Training delivered