



Accessibility Plan

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;

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- 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.

An accessibility audit will be completed by the school prior to the end of the period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. 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 for the Accessibility Plan for our school were identified by:

- Senior Leadership Team
- SENCO
- Site Manager
- The Local Governing Body

Action Plan

Standard	Action	Outcome	Responsibility	By When	Measure
Development of Accessibility Plan and Implementation of Plan	Create a working group to further analyse the school's facilities, comprising representatives of LMT, Learning Support staff, students, governors, parents and other visitors. The workgroup is to report to LMT at annual intervals	Group established to implement plan	SBM	Sept 2017	Annual written report
Promoting policies and practices	Positive attitudes to be promoted through a small number of posters, supported by assemblies	Enhanced student understanding of issues and concerns of disabled people	SENCO	April 2017	Assemblies completed
	PACE curriculum to be used to promote positive attitudes and equality	Enhanced student understanding of issues and concerns of disabled people	Head of PACE	Sept 2017	Included in Scheme of Work
Increase access to the curriculum for disabled students	Review of signage throughout the school	Directional signs throughout the school easily read by visitors (considering site difficulties)	Site Manager	April 2017	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 2017	Training delivered

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	Review all upcoming 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 2017	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 2017	Markings & signage in place
	External Access Audit to be commissioned	Expert advice to be taken	SBM	Sept 2017	Written report with findings and recommendations to be provided to LMT
Make written information more accessible to disabled students by providing information in a range of different ways	All written information available to students and their parents will be considered in detail by member of the LMT. Students with a disability will be asked to take part where appropriate and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future students during this exercise.	All future written information is designed with the specific needs of disabled students in mind Specific improvement of web-based material on BSpace for visually impaired students	LMT	Sept 2017	Delivery of said information to disabled students and their parents is improved and meeting their requirements.