

# Policies & Procedures

## Draft

# Accessibility Plan

<b>Date policy approved</b>	To be inserted
<b>Approving body</b>	Abbey MAT Board of Directors
<b>Next review date</b>	3 years from date of approval
<b>Previous review date</b>	



**Bishop  
Young**  
CHURCH OF ENGLAND  
ACADEMY

Part of





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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum by ensuring that the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities
- Improve and manage the physical environment of the Academy buildings and grounds to enable disabled pupils to take better advantage of education, benefits, facilities and services provided =
- Improve the availability of accessible information to disabled pupils
- To establish a culture of mutual trust and respect between all members of the Bishop Young community, ensuring that students are educated, nurtured and empowered in line with the Academy's mission statement.
- To build a community that respects the celebration of achievement at all levels.

Bishop Young aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. 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.

Our plan will be made available online on the school website, and paper copies are available upon request.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Together, with Abbey Multi-Academy Trust, we support any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 Years (DfE, 2014), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.



Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Students with SEND (Special Educational Needs or Disability) are given access to the curriculum supported by the academy's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. 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. The Academy 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

Our Special Educational Needs and Inclusion Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). The Academy's publication of equality information and objectives explains how we ensure equal opportunities for all our children, increased access to the curriculum, physical access to the school and access to information particular to children with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our Special Educational Needs and Inclusion Policy for an outline of our full provision to support pupils with SEND and our school report posted on the website.

This policy complies with our funding agreement and articles of association.



### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><b>Short Term-</b> To ensure all students are able to access a full and varied curriculum whilst aiming for aspirational targets in order to stretch and challenge.</p> <p>Regular review of the student timetables to ensure that access is as easy as possible. To ensure where practically possible that access is available throughout a large percentage of the school.</p>	<p>Termly reviews of any student that has accessibility issues.</p> <p>Plan accessibility works to be carried when budgets allow.</p> <p>Continued room changes where required.</p>	<p>SLT/SENCO</p> <p>Site Team</p> <p>SLT/SENCO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

	<p>Normal Way of Working and reasonable adjustments applied to classroom settings.</p> <p>Access arrangements for exams to allow students of all abilities to reach their potential.</p>	<p><b>Medium Term-</b> For a greater number of students to have the individual support needed to achieve their full potential. As budgets allow for the installation of permanent ramps, handrails and doors to comply with DDA.</p> <p><b>Long Term-</b> For higher percentage of students to achieve their aspirational targets in most subjects and reach a suitable outcome.</p>	<p>Further intervention and support from the SEND team, pastoral staff, intervention mentors.</p> <p>Enrichment programme.</p> <p>Increase access to resources for students.</p>	SEND Team	Ongoing	
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes;</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Evacuation chairs available</li> </ul>	<p><b>Short Term-</b> To maintain existing access to a high standard to ensure the safety of staff and students.</p> <p><b>Medium Term-</b> To provide access to ALL students with mobility issues to all areas of school.</p>	<p>Continued monitoring and maintenance of existing provision.</p> <p>Additional coloured markings on stairs.</p>	Site Team	Ongoing	

	<p>Room changes are made where required for students and the school strives to ensure that students have minimal obstacles from carrying out a normal school day.</p> <p>Clearly sign-posted corridors and classrooms.</p> <p>Leaving lesson early with supervision if required to avoid accidents.</p>		<p>New builds have lift access and clearly marked signs with braille if required.</p> <p>Identification of direction on doors to be clearly marked.</p> <p>Possible reduction in weight of doors in new builds.</p>	<p>Head of Facilities and Estates</p> <p>Site Team</p> <p>Head of Facilities and Estates</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>We use a range of communication methods to ensure information is accessible including;</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Image signage</li> <li>• Large print resources</li> <li>• Induction loops</li> </ul>	<p><b>Short Term-</b> To maintain and monitor existing provision to ensure good access to relevant information for all students.</p> <p><b>Medium Term-</b> To develop initiatives to aid accessibility to information for students in each year group.</p>	<p>Update software regularly.</p> <p>Install new and appropriate programme for students.</p> <p>Regularly maintain ipads/laptops, etc</p>	<p>IT Technicians</p> <p>SENCO/ IT Technicians</p> <p>SLT/ IT Technicians</p>	<p>Ongoing</p>	



	<p>TA support used within lessons to ensure information is passed and recorded.</p> <p>Differentiation within the classroom and adaptation of work from support staff.</p> <p>Annual review for SEND students, with student and parent involvement in this.</p> <p>Student learning platform and school website fully accessible to all.</p>	<p><b>Long Term-</b> Students with acute additional needs to be able to access all school information independently.</p>	<p>Further develop home-school links using available technology.</p> <p>Encourage use of planners for recording information.</p> <p>Parents/staff training on school website/learning platform.</p>	<p>Pastoral/TA's</p> <p>SLT</p>		
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## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. The views of disabled students and parents will feed into the review.

It will be approved by Abbey Multi-Academy Trust Board or BYA Interim Governing Body.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Special Educational Needs and Disability (SEND) Policy
- Behaviour Policy



## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The Academy is a two storey building. Access is available to all parts of the Academy.	Rooming change on timetable if student or staff member unable to access for whatever reason.	SLT	Individually reviewed.
Corridor access	All corridors are a good size in regards to width. Corridors do however get busy at lesson changeover.	Ensure corridors are not obstructed at any time. Where appropriate students to leave lessons early with their buddy to ensure safe movement on the corridors avoiding injury to self and other students/staff.	Site Team Individually reviewed.	Ongoing Individually reviewed.
Lifts	Two lifts are available to access the 1 <sup>st</sup> floor; one in the main entrance area and the other at the far side of the building (P.E department). This gives access to the 1 <sup>st</sup> floor (Only floor)	Ensure lifts are in a serviceable condition and are regularly maintained to installation specification and timeframes.	Site Team	Ongoing



	through the two main entrances in to the Academy. A service level agreement is in place for the maintenance of both lifts with OTIS.			
Parking bays	<p>Disabled parking bays are marked out in the main car park nearest to the main entrance to the Academy.</p> <p>School ensures individuals with mobility issues have a dedicated drop off point agreed between all parties.</p>	Meet with individuals/parents to discuss dropping off and collection arrangements.	Individually reviewed	Individually reviewed
Entrances	Automatic doors on main entrance to the Academy, wide entrance accessible to wheelchair users.	Automatic doors need maintaining and need to be serviced every six months.	Site Team	Ongoing
Toilets	10 disabled toilets are available in key locations around the Academy.	All toilets need maintaining.	Site Team	Ongoing
Reception area	Accessible to wheelchair users. Member of staff on reception during opening hours.	Ensure reception is staffed.	Admin Team	Ongoing



Internal signage	Clear, large signs on site for visually impaired.	Maintain and replace when required.	Site Team	Ongoing
Emergency escape routes	<p>Fire Evacuation plan in place.</p> <p>Fire Evacuation chair located in the first aid room.</p> <p>Fire Evacuation is accessible without having to go down any stairs. Access available from both floors.</p> <p>Each individual with accessibility issues needs to have a Personal Emergency Evacuation Plan and dedicated PEEP buddies.</p>	<p>Ensure weekly testing of systems and maintenance are in place.</p> <p>Ensure that each individual with accessibility issues has a PEEP.</p> <p>High standard of housekeeping is in place throughout the Academy.</p>	<p>Site Team</p> <p>SENCO/ Pastoral</p> <p>Site Team</p>	Ongoing