

# ACCESSIBILITY PLAN

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## Document Control

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## Context

This accessibility plan sets out how our school seeks to meet its obligations under the Equalities Act 2010 to continually ensure equal access to education for children with physical or mental impairments, as defined by the Act. The following BMAT and **school** policies should be read in conjunction with this policy:

- BMAT SEND Policy
- BMAT Safeguarding and Child Protection Policy
- BMAT Equality and Diversity Policy
- SEND Information Report

We are committed to the promotion of community cohesion in our Trust at local, national and global levels, comparing our Academy Trust community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

In accordance with the values of BMAT we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the Academy community.

We will assess and analyse our current Academy practices and implement all necessary resulting actions to ensure pupils are not discriminated against because of their:

- Age
- Disability
- Gender Reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and Civil Partnership
- Pregnancy or maternity

These 'Protected characteristics' have been set out in law in the Equality Act 2010.

BMAT is committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic.

## Key definitions used in this policy

<b>Pupils</b>	Children and young people on roll in Trust schools/academies
<b>School/Trust School</b>	An academy or school within BMAT
<b>LGB</b>	The Local Governing Body of the school
<b>BMAT</b>	The Board, Trustees and employed individuals forming the leadership, management and staff of the Trust and its schools
<b>The Trust</b>	BMAT
<b>The Board/Directors/Trust Board</b>	The Board of Directors of BMAT
<b>Disability/Disabled</b>	A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities, as defined by the Equality Act 2010.

### BMAT School Abbreviations

BMA	Burnt Mill Academy
CS	Cooks Spinney Primary Academy and Nursery
ESJ	Epping St John's
FHS	Forest Hall School
FW	Freshwaters Primary Academy
LP	Little Parndon Primary Academy
MC	Magna Carta Primary Academy
RDA	Royal Docks Academy
MHA	Mark Hall Academy
RY	Roydon Primary Academy
SFG	Sir Frederick Gibberd
STEM	BMAT STEM

Each BMAT school is legally defined as an Academy, regardless of whether the term 'school' is used to describe it in the policy.

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## Aim

All BMAT schools aim to be inclusive places where all pupils feel welcome and valued. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical co-ordination
- Mobility
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

All pupils should be able to take part in the day to day life of the school and benefit from the learning experiences we provide.

Overall, the Accessibility Plan will contain relevant actions to:

- **Improve access to the physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- **Increase access to the curriculum** to ensure that pupils with a disability, are as equally prepared for life as those without a disability; (If the school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- **Improve the delivery of written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

BMAT schools endeavor to provide suitable access to a range of curriculum opportunities. Where necessary, guidance and support will be given by the SENDCO. Teachers and teaching assistants, in liaison with SENDCO, ensure the needs of pupils with an Education, Health and Care plan are being met. We will facilitate services from a range of agencies for all pupils and their families as and when necessary.

## Consultation to Inform Audit/Action Plan

Staff, governors and support services' consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions of our pupils.

## Views of Parents

Wherever the term 'parent' is used in this accessibility plan, it includes carers. Parental views are formally solicited at termly meetings for the parents of children with SEND. Parental views are also taken at other events such as parent consultation meetings. Parents are also encouraged to arrange to see staff if they have particular concerns or complaints.

## Views of Pupils

Pupils are regularly consulted, including through personal reviews, completion of surveys and the school council. We support pupils in speaking to teachers directly if they wish to raise an issue or concern. Staff are available to assist pupils where necessary and support them in their raising their views.

## Access to the Curriculum

We offer a broad and balanced curriculum for all pupils and provide additional specialist provision where required in order for any pupil with a disability to access the curriculum and aid their educational development.

Teachers and teaching assistants have the necessary training to teach and support disabled pupils through INSET days and bespoke training as applicable.

Staff work closely with the SENDCO, to ensure that pupils are enabled to access the entire curriculum, have appropriate means of communication and to devise and review targets for inclusion on pupils' One Plans where applicable.

Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons.

Where access to a particular area of the curriculum is not possible e.g., in subjects such as design technology or physical education, an alternative plan will be devised with the pupil and their parents, drawing on advice from relevant professionals, with the ultimate goal being equitable access to the curriculum.

Staff recognise and allow for the additional time required by our pupils to use equipment in practical sessions.

Pupils have access to computers or other communication devices in class where needed.

School visits are accessible to all pupils irrespective of attainment or disability.

There are high expectations of all pupils.

Staff constantly seek to remove all barriers to learning and participation.

## Flexibility of Teaching

Our teachers and support staff are flexible enough to adapt their teaching approaches to enable our pupils to learn effectively.

Staff present work in many different ways using a variety of equipment. Work can be carried out individually, in small groups or as a whole class.

Staff enable pupils to show their interest, knowledge and skills despite their difficulties.

Visual timetables are given where appropriate to ensure pupils are aware of the routines required throughout the day.

Reward systems are in place to support pupils with positive strategies.

Detailed pupil information is given to all relevant staff to help with planning lessons.

Specific resources are used to differentiate the curriculum to enable all pupils to feel safe and make progress.

Where needed, access arrangements are in place for pupils taking part in assessments e.g. rest breaks, 25% extra time, adult readers, oral language modifiers and scribes are provided if appropriate.

## Arranging the Classroom

Each classroom is set out to provide the most positive environment to work in, to ensure pupils learn effectively.

Classrooms have sufficient space for all pupils.

Toilet facilities are available close to each classroom. Signage is in place to signpost users of all abilities to the facilities.

IT support is invaluable in providing access to the curriculum and assistive technology is used where appropriate and reasonable, throughout school to support the learning of all pupils including those with disabilities.

## Access to Education

We recognise that all disabled pupils should have access to education in accordance with the Equality Act and we adhere to the code of practice which advises on the statutory responsibilities of education bodies in the preparation of accessibility strategies and seeks to:

- improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education;
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils are prepared for life. This covers teaching, learning, and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or visits. It also covers the provision of specialist aids and assistive technology, which may assist pupils in accessing the curriculum;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information is made available in various preferred formats within a reasonable period.

## Making Adjustments

The Equality Act states that schools are not expected to change their premises. They are, however, expected to make long-term proactive plans for improving access to their buildings through their planning duties. We will make 'reasonable adjustments' to ensure that disabled pupils, parents or visitors attending the school are not discriminated against.

## Equality

BMAT is committed to eliminating practices, which could result in unfair treatment for persons with a protected characteristic. The implementation of the school's Behaviour and Exclusion policies will be fair and with due regard for those with protected characteristics. The CEO, ACEO, Head Teacher, Head of School and the school's LGB will take account of their statutory duties in relation to special educational needs (SEN) when administering the reward and sanctions in the Behaviour policy. This includes having regard to the SEN Code of Practice (2014).

## Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.



# Appendix

## Action Plan

This action plan will be written by October half term 2021. It is being written by the school SLT in conjunction with the BMAT site team, and will set out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Issue identified	Actions	Persons responsible	Date to complete actions by	What success looks like
Increase access to the curriculum for pupils with a disability						
Improve and maintain access to the physical environment						
Improve the delivery of information to pupils with a disability						