

BENTS GREEN LEARNING COMMUNITY



Accessibility Policy

Ratification Date: - March 2019

Review Date: - March 2022

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Bents Green School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They 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.

Bents Green School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Formulation of the Accessibility Plan

1. This plan has been drawn up in and covers the period from March 2019 to March 2022.
2. The school plans, over time, are to increase the accessibility of provision for all students, staff and visitors to the school. The accessibility plan outlines actions related to the **physical environment, the curriculum and the accessibility of information** to students, families, staff, stakeholders and visitors:
 - Ensure there is adequate access to the **physical environment of the school**, adding any specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Enable full **access to the curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life and learning as able bodied students. This applies to teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, cultural and off-site activities. It also covers the provision of specialist aids and equipment.
 - Improve the **delivery of information** to students, staff, families and visitors with disabilities. Examples might include handouts, timetables, text books and information about the school and school events. The information should be made available in various and preferred formats within a reasonable time frame.

3. Attached are action plans which relate to these key aspects of accessibility. The plans will be reviewed on an annual basis and new plans will be drawn up every three years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equality
 - Health and Safety
 - Special Educational Needs
 - Behaviour Policy
 - School Development Plan
6. The plan will be monitored through the full governing body.

**Bents Green School Accessibility plan – access to physical environment, the curriculum and information
March 2019 – March 2022 – reviewed annually**

Links to public sector Equality Duty	Protected Characteristics	Aim :	Target group:	Action:	Who:	Timescale:	Success Criteria:
Physical access	Disability	Review and audit access across the school internally and externally ensuring accessibility is still completely effective since 2011.	All students, staff and visitors	Address any issues arising	SS/DI	Ongoing	The building continues to be without access issues.
Curriculum Access	All	<p>To monitor and effectively predict the space required to deliver all aspects of the curriculum given increasing cohorts and complexity of need to ensure equality of access to the curriculum</p> <p>To increase the range of physical provision and personalised plans for students who are unable to be part of a class due to their complex needs and require a modified curriculum.</p>	<p>Students</p> <p>Students with complex Challenging behaviour / Mental Health needs</p>	<p>Liaise with Local Authority</p> <p>Evaluate the use of personalised programmes</p>	<p>SS/DI</p> <p>SS/C B/CV</p>	<p>Spring - part of budget setting</p> <p>Begin to plan Spring 2017 for Sept. intake annually</p>	<p>School can accommodate pupils and their needs.</p> <p>The school can provide a rich personalised programme based on motivators, interests and the development of functional skills.</p>

Access to Information	Families	Increase the use of interpreters for communicating with families where English is not a first language.	Families	Create a protocol for the use of interpreter.	MT /KT	Summer 2017	The school staff are clear about when to action an interpreter. The school has a protocol for use of interpreters. Messages on Parent Reach are translated into home language as requested
		Increase parental engagement and communication to seek parents views on a range of school based issues.	Families	Engage as many parents as possible through the parent workshops.	Governors and SLT	Twice a year	Parent voice in the school is strong, parent view is welcomed and school is accountable.
	Students	To provide useful and helpful signs/symbols in the environment to help keep students safe and provide visual support.	Students Staff	Consult with SALT, staff, Students to create useful visual support.	SS Staff SALT	Annual revision of requirement	The physical environment is signed to support students in being orientated, safe, knowledgeable and in making positive choices around behaviour and safety.