

## **Bourne Education Trust Accessibility Policy**

### **Statement of General Policy**

Any reference to Bourne Education Trust, BET or the Trust within this policy incorporates all its constituent schools.

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality. Our Trust must have due regard for the need to eliminate unlawful discrimination and promote equal opportunities for disabled people.

We are acutely aware of our responsibility to promote the elimination of harassment of disabled people, promote positive attitudes and encourage the participation of disabled people in public life. This is reflected in our Trust vision that every member of our community achieves "success through learning" built on the foundation of a stimulating, exciting, challenging, enriching and inclusive learning environment enabling all learners to reach and exceed their potential. This will be achieved by:

- Creating a solution based workforce that is self-driven by a desire for professional respect and standing;
- Establishing a culture of mutual trust and respect between all stakeholders;
- Creating a learning community that is professionally challenging;
- Creating a self-evaluative and self-reflective environment through the key principles of good manners and professional understanding;
- Building pride and passion for our work within a culturally diverse, aesthetic and creative climate;
- Building a community that respects the celebration of achievement;
- Behaving individually as ambassadors for our work, our achievements and our community within the local, national and international contexts.

Across the Trust, our school sites present a number of difficulties for physical access. Some are located over a number of levels. Enhanced physical access is facilitated by ramps and handrails where possible; however, there are still some areas of individual sites that cannot be reached. Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

- To improve the physical access for students and adults with disabilities;
- To increase the extent to which students with disabilities can participate fully in the curriculum and additional activities;
- To address the diverse learning needs of students with respect to the learning environment and educational services.

### **Strategies**

- Intervention - the plan for accessibility overlaps with activity in other areas of our schools that facilitates access to the curriculum for all our students including those with SEND needs.
- Curriculum — we actively promote positive attitudes to all individuals regardless of any protected characteristic which they may have.
- Inspections - regular inspections of the premises are in place, which include consideration of any matters that are detrimental to health and safety. This will include any accessibility deterioration.
- Building Works — as building work and developments of the sites are undertaken accessibility will always be considered and must be fully accessible for students and adults with physical disability or sensory impairment in line with all relevant building legislation and building regulations.
- Anticipation — consultation is in place with other schools to ensure that individual students with particular needs are identified sufficiently early to enable actions, as far as they can be, to be put in

place. This could include class location planning to minimise/eliminate limitations that accessibility restraints might otherwise cause.

- Planning — Any new buildings would be constructed to facilitate easy access for all.

### **Physical Planning**

Wherever possible, each school will endeavour to ensure that all stairs, doors and corridors will have sufficient wheelchair access whilst taking into consideration the limitations placed upon the school sites.

### **Stairs**

Some schools in the Trust have access limited by stairs and in some cases the installation of lifts is not feasible. In these situations we attempt to allocate curriculum resources and rooms which shall facilitate access.

### **Equipment**

Each school will obtain the appropriate equipment needed wherever possible.

### **Health and Safety**

Each school will be routinely assessed by the designated Health and Safety officer who will report their findings to the local governing body.

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