



**The Bishops' C of E
Learning Academy**

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Approved by: Matt Bowen

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2019**

**by: Natalie
Pittock**

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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
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

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 maintaining a culture of awareness, tolerance and inclusion.

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

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

This Accessibility Plan has been drawn up in consultation with all relevant stakeholders including the Local Authority, pupils, parents, staff and Trustees of the Academy and covers the period from Jan 2017 – Jan 2020. The school supports any available partnerships to develop and implement the plan.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality and diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- SEN Information Report
- Academy Improvement Plan
- Asset Management Plan
- Academy Prospectus and Mission Statement
- Creative curriculum

Our school's 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.

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](#), '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.

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
Increase access to the curriculum for pupils with a disability.	All the teachers at the Bishops' Learning Academy are teachers of children with Special Educational Needs & Disabilities. As such Bishops' Learning Academy adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The	Continuing CPD for teachers on differentiating all aspects the curriculum including planning for all trips/outings.	Audit of teachers training needs in their understanding of a range of SEND. Referral to external agencies for staff training where appropriate.	SLT SENCO	Jan 2020	All Children achieve their potential and are fully included in school life. Teachers' practice in delivering a differentiated curriculum it is always judged as good if not outstanding.

	<p>National Curriculum will be made available for all pupils. Where pupils have special educational needs & disabilities a graduated response will be adopted. The Curriculum will be appropriately differentiated to meet the needs of all pupils with disabilities.</p> <p>The curriculum is reviewed on a termly basis to ensure it meets the needs of all pupils.</p>					
<p>Increase access to extra-curricular activities to ensure the participation of a range of pupils.</p>	<p>A range of pupils access the 'Early Birds' breakfast club.</p> <p>A range of pupils currently access a range of out of school provision.</p>	<p>Continuing CPD for teachers on planning extra curricular activities to a range of pupils.</p>	<p>Review all out of school provision to ensure compliance with legislation.</p> <p>Review financial implications and research funding sources to increase</p>	<p>SLT SENCO</p>	<p>Jan 2020</p>	<p>A range of pupils can access a range of extra curricular activities.</p> <p>All out-of-school activities are conducted in an</p>

			the budget for the provision required.			inclusive environment with providers that comply with all current and future legislative requirements.
Improve and maintain access to the physical environment	<p>The Academy constantly strives to improve the accessibility of the physical environment, adapting to the needs of the current pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Playground aids for pupils with VI. • Adaptations to classrooms physical environment for pupils with a range of SEND eg: blackout blinds, 	<p>Review of current Disabled WC and changing facilities.</p> <p>Access needed for induction loops though out the Academy.</p>	<p>SENCO to liaise with Estates Manager for physical environment assessment.</p> <p>SENCO to liaise</p>	<p>SLT</p> <p>SENCO</p> <p>Estates Manager</p>	<p>Sept 2020</p>	<p>All children are easily able to access the physical environment.</p>

	<p>sensory equipment.</p> <ul style="list-style-type: none"> • Liaising with the OT Service to ensure children have appropriate seating throughout out the school day. • Provision of a quiet space for pupils requiring time out of the classroom. • Disabled parking bays. • Disabled toilets and hygiene room. • Unisex toilets for transgender pupils. 	<p>Checking acoustic qualities of classrooms and all learning spaces.</p> <p>Survey of all doors to ensure accessibility to teaching spaces.</p> <p>Review of visual aids in all areas of the Academy.</p>	<p>with Estates Manager to arrange specialist equipment for the Academy.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>The Academy uses a comprehensive range of communication methods to ensure information is accessible. This includes:</p>	<p>Ensuring consistency of signage and visual symbols throughout the</p>	<p>Audit of all visual representation and signage throughout the school.</p>	<p>SLT SENCO</p>	<p>May 19</p>	<p>All pupils will have access to information around the school.</p>

	<ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Use of IT and alternative communication methods • Pictorial or symbolic representations 	<p>school setting</p> <p>All curriculum resources are available in formats for visually impaired pupils including access to IT programs</p>	<p>Review of all provision for pupils with a hearing impairment, getting advice from the Hearing Impaired Service. Consider whether additional equipment is required, for example a hearing loop system.</p> <p>Review all current Academy publications and promote the availability in different formats for those who require it.</p> <p>Get advice from Vision Support Service on alternative formats and use of</p>			
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			IT software to produce customised materials.			
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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.

It will be approved by the Board of Trustees and the Head of School

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equality and diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Academy Improvement Plan
- Asset Management Plan
- Academy Prospectus and Mission Statement
- Creative curriculum

