



# Accessibility Policy

**Approved by:**

**Last reviewed on:**

March 2022

**Next review due by:**

September 2025

## RECORD OF AMENDMENTS

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When Was the Plan last Updated?		
Date	Name	Detail (changes made)
March 2022	Aileen Hosty	Amendments to staff job titles

### 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 students 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 students, 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 students have access to a full curriculum, and that all students are appropriately challenged.

## Formulation of the Accessibility Plan

1. This plan has been drawn up in and covers the period from March 2022 to September 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 Policy
  - Health and Safety Policy
  - Special Educational Needs
  - Behaviour Policy
  - School Development Plan
6. The plan will be monitored through the Resources governing committee.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated 4 pathway curriculum for all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all students</p> <p>Health Care Plans in place for identified students</p> <p>Access to curriculum specialist rooms such as Food Tech, Sensory Rooms and Sports Hall</p> <p>Twice yearly parents evenings and annual EHCP review meetings.</p> <p>Review EHCP outcomes and targets 3x per year</p> <p>consult with outside agencies as necessary to provide reports / support in meeting the student's individual needs.</p>	<p>All students have complete &amp; full access to all aspects of the curriculum.</p>	<p>Review the Curriculum to consider the needs of all students</p> <p>Continue to consult Outside agencies as necessary to provide reports / support in meeting the student's individual needs.</p> <p>Plan ongoing training / CPD programme with staff as &amp; when necessary in order that the individual needs of all students can be fully met.</p> <p>Monitor the CPD programme to ensure staff awareness &amp; that all aspects are up to date, e.g. specialist team supports (sight &amp; hearing impairment / Autism / ADHD).</p> <p>Adapt the curriculum as necessary to fit the individual needs of the students as necessary including: pastoral / academic &amp; SEMH intervention / programme support.</p> <p>Complete access arrangements as necessary in order for all students to be able to complete exams and receive the support they require.</p> <p>Maintain regular review of all policies and procedures involving risk assessment.</p>	<p>Head Of School</p> <p>Tutors and Assistant Heads</p> <p>HOS</p> <p>HOS</p> <p>Tutors and AH</p> <p>Executive Head</p> <p>EH / HOS and Governors</p>	<p>Sept 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p>

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	<p>Plan &amp; risk assess all out of school / extracurricular activities to include every student with reasonable adjustments to enable the participation of all.</p> <p>Consult the Student Voice through feedback from student council and parent/carer consultation.</p> <p>Purchase / make specialist resources as necessary in order to increase access to the curriculum, e.g. visual timetables, coloured overlays, modified keyboards, enlarged printed materials, sensory equipment, sloping boards, pencil grips, wobble cushions, reading rulers, fiddle toys, apps, devices, IT, colored paper &amp; books, etc.</p>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <p>Ramps Elevators (Ringinglow site) Corridor width (Ringinglow site) Disabled parking bays</p>	<p>All students have complete &amp; full access to all aspects of the school environment.</p>	<p>Review the needs of each cohort as they start school and for students new to the school during term times.</p> <p>Draw up Risk Assessment &amp; Care Plan including environmental aspects (mobility / wheel chair access, toileting, etc.) as necessary to ensure safe &amp; easy access &amp;</p>	<p>HOS</p> <p>Tutors/ Premises manager</p>	<p>Annually</p> <p>Ongoing</p>

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	<p>Disabled toilets and changing facilities</p> <p>Library shelves at wheelchair-accessible height</p> <p>Outdoor accessible spaces.</p> <p>Cushioned surfaces to avoid injury in key areas.</p> <p>Mag locked doors in key areas.</p> <p>Fire extinguishers in safety box's</p> <p>Classroom layout adjusted to meet the needs of individual students in classes.</p> <p>Outside areas accessible to all via flat surfaces.</p> <p>Review of students' needs on a continuous basis and adaptation to classroom environments and outdoor areas made.</p> <p>Evac Chairs and staff training to use them in place where needed</p>		<p>mobility around school.</p> <p>Budget for school resources / improvements as necessary according to needs.</p> <p>Keep corridors clear of hazards / untidiness that will get in the way of mobility.</p> <p>Maintain access &amp; good repair to all areas of the build and outdoor spaces. Comply with whole school risk assessments and act upon assessment outcome in a timely way.</p> <p>Review of students' needs on a continuous basis and adaptation to classroom environments and outdoor areas made.</p> <p>Special consideration given to the Gleadless site to ensure all curriculum areas are accessible and review what needs to be put in place to achieve this.</p>	<p>Business manager</p> <p>Caretaker / All staff /SLT</p> <p>Caretaker / All staff/ SLT</p> <p>All staff</p> <p>HOS and Premises manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p>	<p>All parents / carers have full access &amp; are fully informed about their student's education &amp; wellbeing no</p>	<p>Continue to update the school website with easy-to-understand information that can be accessed by all.</p> <p>Produce all communications in clear &amp; easy to understand English.</p> <p>Continue to have translations of</p>	<p>HOS</p> <p>HOS</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As needed</p>

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	<p>Communicate in print</p> <p>Braille</p> <p>Induction loops</p> <p>Pictorial or symbolic representations</p> <p>translations of communications created where possible, and translators available for meetings as needed.</p> <p>Clear information on our website.</p> <p>Makaton.</p>	<p>matter what theirs / their student's needs are.</p>	<p>communications created where possible, and translators available for meetings as needed.</p> <p>Ensure that staff are always available on site to provide explanations as necessary.</p> <p>Encourage an open-door policy to provide help, support as well as early help through different agencies as necessary.</p> <p>Hold Parent Workshop sessions include parent handouts / resources to aid them in the support of their students.</p> <p>CPD sessions for staff on Makaton and other communication strategies.</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>HOS</p>	<p>As needed</p> <p>Ongoing</p> <p>January 2023</p> <p>Ongoing</p>