



BEP Group: Policy Pack

staff, volunteers, learners & consultants



Accessibility Plan

Last review: September 2023 Next Review: July 2025

Version control

Date	Section	Description
21/09/18	7	Job titles updated to reflect Independent School Status
28/08/19	7	Western Road site reviewed.
July 20		Plan reviewed for next three academic years
July 23	7.1	Reviewed and updated to clarify arrangements for wheelchair access, repainting for visual impairment and PEEPs.

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1. Introduction

- 1.1. Our values reflect our commitment to a school where there are high expectations of everyone.
- 1.2. Pupils are provided with high quality learning opportunities so that each child attains and achieves all that they can.
- 1.3. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.
- 1.4. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.
- 1.5. The plan covers the academic years: 2023/2024 to 2024/2025.

2. Legislation

- 2.1. This Accessibility Plan is drawn up in compliance with current legislation relating to Disability (specifically the Equality Act 2010).
- 2.2. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.
- 2.3. 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".
- 2.4. According to the Equality Act 2010 a person has a disability if:
 - 2.4.1. S/He has a physical or mental impairment, and
 - 2.4.2. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 2.5. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3. Responsibilities

- 3.1. Trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
- 3.2. The Headteacher will ensure the plan is drawn up to reflect the needs of existing and potential users of the school (children, parents, staff and the wider community) whilst taking account of the relevant legislation.

4. Objectives

- 4.1. BEP Academy 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.

- 4.2. We 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.
- 4.3. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.
- 4.4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 4.5. The Accessibility Plan contains relevant and timely actions to:

- 4.5.1. **Physical Environment**

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This includes physical aids to access education within a reasonable timeframe.

- 4.5.2. **Curriculum**

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils.

- 4.5.3. **Written Information**

- 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 timeframe.

- 4.6. Whole school training will recognise the need to continue raising awareness for staff and trustees on equality issues with reference to the Equality Act 2010.
- 4.7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - 4.7.1. Behaviour Management Policy
 - 4.7.2. Curriculum Policies
 - 4.7.3. Health & Safety Policy
 - 4.7.4. School Improvement Plan
 - 4.7.5. Special Educational Needs Policy
 - 4.7.6. Teaching and Learning Policy

5. Feasibility

- 5.1. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the trustees.
- 5.2. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.
- 5.3. An accessibility audit will be completed by the school prior to the end of this plan in order to inform the development of a new Accessibility Plan for the next period.

6. Monitoring and Review

- 6.1. Equality Impact Assessments will be undertaken as and when school policies are reviewed.
- 6.2. The terms of reference for trustees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 6.3. The Accessibility Plan will be published on the school website.
- 6.4. The Accessibility Plan will be monitored by trustees.
- 6.5. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

7. Schedule

7.1. Physical Environment

Target	Strategy	Timescale	Responsibility	Success Criteria
For all staff to be aware of the access needs of disabled children. Staff, trustees, parents, carers and visitors (as appropriate)	To create access plans for individual children as part of the ILP process.	As required	Vice Principal (Teaching & Learning)	ILPs are in place for disabled pupils and all staff are aware of the pupils' needs. SENCO passports are in place for all SEN pupils
	At the on-site initial interview, and as part of the referral process, ask parents/carers to let us know if there are any potential access issues.	At initial interview	Centre Manager to ensure attendance team are made aware of any issues (record on referral paperwork)	Pupils and parents feel confident their needs are being met.
Ensure all users have access to relevant areas (office, classrooms, toilets etc).	Create a plan for wheelchair users, or users with specific needs.	Romford site has wheelchair access via side to rear of building allowing access to ground floor only. Arrangements will be made for meetings to be held in ground floor areas. Disabled toilet available on ground floor with full access	Facilities/HR Manager	All users can access relevant areas.
Maintain safe access for visually impaired people.	Check condition of white paint to outside step and rear emergency staircase on a regular basis	Repaint February half-term	Facilities/HR Manager	Visually impaired users feel safe using the school's buildings.

Target	Strategy	Timescale	Responsibility	Success Criteria
	Check exterior lighting is working properly, and adjust time clock to ensure lights activate before or at Dusk and switch off after or at Dawn.	Termly	Maintenance officer	All users feel safe when arriving and leaving the site.
Ensure all disabled people can be safely evacuated.	<p>All disabled people to have a personal emergency evacuation plan.</p> <p>All staff to be made aware of their responsibilities in evacuation.</p>	As PEEPs are bespoke, they can only be created and issued once Facilities/HR Manager has been informed there is a need, the name of student, colleague or visitor and their need/requirements	Facilities/HR Manager	All disabled people feel safe and are familiar with their personal evacuation plan.
Provide hearing loops in classrooms to support pupils with hearing impairment.	Take advice on appropriate equipment, if required	As required	Facilities/HR manager	All children can hear properly in classroom.

7.2 Curriculum

Target	Strategy	Timescale	Responsibility	Success Criteria
Ensure teaching and pastoral staff have specific training on disability issues.	Identify training needs at and for InSET sessions	Ongoing	Vice Principal (Teaching & Learning)	Raised confidence in trained staff, supported by feedback of T&L manager when completing learning walks/lesson observations etc.
School visits/trips a fully accessible to all pupils and staff	Ensures venues and transportation are appropriate/vetted for suitability.	As required.	Vice Principal (Teaching & Learning)	All pupils / staff are able to access trips
Ensure appropriate resources are available to fully deliver the curriculum.	Ensure work stations / tables are accessible. Ensure computer equipment (both hardware and software) is set-up correctly to meet individual needs	As required	Vice Principal (Teaching & Learning) Principal	All pupils are able to access appropriate parts of the curriculum.

7.3 Written Information

Target	Strategy	Timescale	Responsibility	Success Criteria
Signage around the school to be in other languages and/or braille	Ensure that each new referral is considered and appropriate signage produced and displayed around the school	As required	Vice Principal (Teaching & Learning)	All people feel they are welcome in the school
Printed and electronic media is available in appropriate language / braille.	Ensure that each new referral is considered and appropriate signage produced and displayed around the school	As required	Principal	All people feel they are welcome in the school
All pupils and parents/carers/guardians can access meetings/parents' evenings etc.	ASL parents about preferred formats for accessing information.	Annually	Vice Principal (Teaching & Learning)	All parents, carers/guardians feel included.