

Bede Academy



Accessibility Plan

May 2020-2022

Last review: May 2020
Approval: May 2020
Governors Approval: June 2020
Next review: May 2022

Accessibility Plan

Academy's duties around accessibility for disabled students

Bede Academy asserts its' commitment to equal opportunities and inclusion. This plan should be considered alongside the following Academy policy documents:

- Disability Race Equality Policy
- Equalities Action Plan
- Special Educational Needs Policy
- Equal Opportunities Policy

1. Aims

Schools are required under the [paragraph 3 of schedule 10 to the Equality Act 2010](#). to have an accessibility plan. The purpose of the plan is to:

- To increase the extent to which disabled students can participate in the curriculum by ensuring that the teaching and learning environment and the resources used are suitable for all staff and students, tailoring the requirements to suit individual needs.
- To improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to disabled students
- To provide training to all staff regarding the needs of disabled students in order to enable them to enjoy the Academy experience as fully as possible.
- To ensure access to education for disabled students.

Bede Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Bede Academy Values

- Bede Academy values all students.
- All students are equal and have a right to an education which enables them to develop fully their personal, social and intellectual potential.
- There is also a strong commitment to high achievement and aspirations for all students.
- All students are provided with a high quality broad and balanced education. appropriate to their individual needs. To reflect this, specialist provision is known as 'Individualised Learning.'
- The Academy works positively and proactively with parents and others involved.

Bede Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academy, this procedure sets out the process for raising these concerns.

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

2. Legislation and guidance

This document meets the requirements 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan considers the following areas:

- Increasing the extent to which disabled students can participate in the Academy’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the Academy such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- Enhancing the environment so it meets the needs of all students and ensures that they have access to all aspects of education.
- Providing communication in an appropriate format to all students. Material will be provided in a reasonable period of time and in a format that takes account of parental or student’s preference, such as Braille, audio tape, large print and the provision of information orally.

Participation in the Academy curriculum

- The Academy SEND policy ensures that staff identify, assess and arrange suitable provision for students with disabilities and special educational needs. The Assistant Vice Principal (SENDSCO) in the Primary and Secondary alongside the Deputy SENDSCO in the Secondary manage the Statutory Assessment processes and ensure additional resources are available where appropriate.
- The Academy Pastoral Team provides additional support for students and supports teachers in implementing strategies for improving students’ behaviour and access to learning.
- The Academy works closely with specialist services including:
 - Hearing Impaired Children’s service
 - Visual Impairment Advisory and Support Service
 - Occupational Therapists and physiotherapists
 - Speech and Language Therapy

Accessibility Action Plan

Access	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
I. Improvements in access to the curriculum	1. Ensure appropriate deployment of LSA staff.	Review needs of students and assign LSA staff to meet needs of student and using the staff expertise	AVP Sendco/Deputy Sendco	As appropriate adjustments will be made	Increased access to the curriculum Needs of all students met	SLT during lesson observations/learning walks. Parental comments
	2. Ensure high quality teaching, through CPD (including Differentiation, Use of LSA) for all to improve disabled students' access	Deliver staff training within the Academy or to IL	AVP Sendco, Deputy Sendco/ AVP Teaching and Learning Professional Development/ AVP Teaching and Learning Primary	Regular programme of CPD is delivered	Increased access to the curriculum Needs of all students met	SLT
	3. Appropriate use of specialised equipment to benefit individual students and staff	Identified specialised equipment will be purchased and used where a need is identified by Physio, Occupational Therapist or other professional	AVP Sendco/Deputy Sendco	As appropriate	Increased access to the curriculum Needs of all students met	SLT

	4.Appropriate use of colour schemes to benefit students with visual impairments	Appropriate colour schemes will be used on IWB or for worksheets. Where necessary and appropriate adjustments will be made to internal and external environment	AVP Sendco/Deputy Sendco/Teachers	As appropriate but with yearly updates for new students	Increased access to the curriculum Needs of all students met	HCO/SLI Student feedback
	5. Increased staff awareness of disability issues by having regular staff training by IL dept or Outside Agency	Where need arises arrange for individual, groups or whole staff training in order to meet the needs of all students	AVP Sendco/Deputy Sendco	As appropriate	Increased understanding of student needs meaning adjustments are made leading to increased access to the curriculum and needs of all students met	Principal SLT
	6. Develop the confidence of disabled students through the pastoral work and ELSA work	Where appropriate arrange for ELSA group or pastoral intervention	Pastoral/AVP Sendco/Deputy Sendco/Teachers	As appropriate	As above	HCO/JAM Feedback from parents
	7. Yearly audit of student needs and staff training to meet those needs.	Complete audit at least yearly identifying needs of students and adjustments that need to be made	AVP Sendco/Deputy Sendco	July – September each year	Increased understanding of student needs meaning adjustments are made leading to increased access to the curriculum and needs of all students met	AGW/BHA/ATH/ HCO/JAM

	8. Audit extra-curricular activities to ensure participation of disabled students.	Complete audit at least yearly identifying needs of students and adjustments that need to be made	Person responsible for clubs	November each year	As above	HCO/JAM
	9. Transition – ensure early sharing of information in order to make necessary adjustments	Ensure attendance at Annual Review for students with EHC who will be making a transition to the Academy. Ensure staff at previous school are asked to identify any additional needs	AVP Sendco/Deputy Sendco	Between April to July Attend Annual review of Y5 students at designated time	Increased understanding of student needs meaning adjustments are made leading to increased access to the curriculum and needs of all students met	HCO/JAM
	10. All out-of-Academy activities/visits are planned to ensure, where reasonable, the participation of the whole range of students	Risk assessments for out of school visits need to identify any adjustments that need to be made in order to allow all students to experience the full curriculum experience	All staff	As appropriate	Increased access to the curriculum Needs of all students met	JNO HCO JAM
	11. Classrooms are organised to promote the participation and independence of all students	Ensure teachers make adjustments to classroom in order to aid participation for instance with organisation of the furniture or seating of a particular student	All staff	As appropriate to meet need	Increased access to the curriculum Needs of all students met	HCO JAM Feedback from students and parents

II. Physical improvements to increase access to education and associated services	1. Access into the Academy and reception to be fully compliant	Designated disabled parking Automatic doors fitted to main entrance are regularly maintained. Lifts fitted where necessary are regularly maintained Clear route for disabled through Academy, allowing access to all areas	Facilities Principal	On-going	There are no issues accessing the Academy	Principal
	2. Maintain safe access around exterior of Academy	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Facilities Principal	On-going	There are no reported incidents	Principal
	3. Ensure appropriate staff receive updates on correct use of equipment and Evac Chairs	Regular training for staff on correct use of equipment by Physio and Occupational Therapy. Health and Safety updates on Evac Chair	AVP Sendco/Deputy Sendco/ Facilities	Yearly updates in September and as appropriate	Identified staff can use designated equipment appropriate and the needs of the student are met	HCO JAM
	4. Provision of wheelchair accessible toilets with changing facilities	Maintain wheelchair accessible toilets on all floors in each building	Facilities Principal	On-going	No reported difficulties with this	Principals
III.. Improvements in the provision of information in a range of formats for disabled students	1. Consult with parents when necessary to provide information in the appropriate format.	The Academy will make itself aware of the services available for converting written information into alternative formats.	Reprographic s and Audio Visual dept.	JAs need arises	All parents are able to access information	HCO/JAM

	2. Make available Academy brochures, information for parents in alternative formats when specifically requested	Review all current Academy publications and promote the availability in different formats when specifically requested	As above	As above	As above	Principals
	3. Improve signage to indicate access routes around school	Signs clearly indicate disabled parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area	Facilities Principal	On-going	All students and visitors are able to access the Academy	Feedback from visitors, parents and students