ACCESSIBILITY ACTION PLAN

APPENDIX B – ACCESSIBILITY ACTION PLAN

1. Under the Equality Act 2010, schools are required to have an accessibility plan. This Accessibility Plan is guided by the principles and procedures in the BMAT Single Equality Scheme and has the following aims:

   a. To increase the extent to which disabled students can participate in the curriculum;

   b. To improve the environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;

   c. To improve the availability of accessible information to disabled students;

   d. To ensure that BMAT staff understand disability issues as part of their understanding of and training in equality issues.

2. All BMAT staff have responsibility for implementing this policy and thereby contributing to equal opportunities and access for disabled students.

3. 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.

   a. 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'.

   b. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

4. 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.

Aim	Current good practice	Objectives	Person(s) responsible	Deadline	Success criteria
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all students. A differentiated curriculum and tailored resources are offered for students who require support to access the curriculum Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs.	Enable staff to increase their understanding of the needs of disabled pupils, differentiating the curriculum and using assistive equipment. Share good practice (e.g. annual award for most creative departmental and	• SLT • NELTA • Subject leaders • SENco	Annually/as needed	• Flexible approach to disabled pupils and increase in access to the National Curriculum. • Success of disabled pupils in lessons and exams.

		individual differentiation strategy).			
Improve and maintain access to the physical environment	New buildings were specifically designed to meet the needs of all students (e.g. corridor width, disabled toilets, electric doors). The environment is adapted to the needs of students as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	Classrooms to be fully audited to ensure maximum access and optimised learning environment for disabled students.	Headteacher	2019 Long-term	Recommendations made for improving access in 'old' buildings: issues of poor access identified, with recommendations for improved access, including any cost implications, however small (e.g. audio visual equipment, furniture, prescribed room layout). All classrooms to be fully accessible and developed to meet the needs of all disabled students.

Improve the delivery of information to pupils with a disability	BMAT uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Availability of written material in alternative formats (e.g. in appropriate colours for dyslexic students). • Large print resources. • Pictorial or symbolic representations • Differentiated tasks.	Ensure consistency across departments via learning walks, reminder emails/training and department reviews/audits. Ensure learner passports are created, communicated and implemented for all disabled students	• SLT • Curriculum leaders • SENco • All teaching staff	Termly student progress reviews. Annual department reviews/as needed.	• Improved access for all students. • Improved performance of disabled students in class activities and exams. • All disabled students performing in accordance with targets.