

Accessibility Plan



Bishop Milner Catholic College

March 2023

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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.

Bishop Milner Catholic College is a welcoming school where tolerance, honesty, co-operation and mutual respect for others are fostered. We believe that every student is made in the image of God and we are committed to the development of the whole person within a secure and creative environment which is supportive of the individual, regardless of their age, sex, race, colour, religion or disability. We aim to promote equality, tackle any form of discrimination and seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. The information in our action plan has been informed by the accessibility audit undertaken by the school leadership team.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>We ensure that all teachers and teaching assistants have the necessary training to enable them to teach and support disabled students.</p> <p>Classrooms are optimally organized for disabled students.</p> <p>Lessons set out aims and targets to ensure that all students are able to achieve.</p> <p>Lessons are also considered responsive to student diversity.</p> <p>Students are encouraged to engage in all aspects of the curriculum.</p> <p>Additional time is granted to disabled students when needed for practical work or that that requires the use of equipment.</p> <p>Disabled students are able to access technology to assist them in their studies.</p> <p>High expectations are set for all students.</p> <p>School visits are made available to all students irrespective of attainment or impairment.</p> <p>Staff seek to remove all barriers to learning.</p>	<p>CPD to be arranged for all new staff to ensure that they have the knowledge required to support in the delivery of the curriculum.</p> <p>Consider the number of trained staff.</p>	<p>Plan CPD as part of an annual cycle to ensure that all staff are adequately trained.</p>	<p>SLT</p>	<p>Sept 24</p>	<p>All staff have adequate knowledge to deliver the curriculum and ensure an inclusive approach for all.</p>

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Improve and maintain access to the physical environment	<p>The college environment is adapted to the needs of all pupils as required, this includes:</p> <ul style="list-style-type: none"> • Disabled bays within the car park. • Ramps are in situ where needed across the site. • All door controls are at an accessible height. • Natural light is provided across all areas of the college. • All safety signage is also at a visible sight for all staff and students. • All doors across college are suitable for wheelchair users. • Passenger lifts are available across the site. • Disabled toilets are also accessible. 	Ensure that all new facilities and teaching spaces are accessible to those with disabilities	Oversee the design of new facilities.	SLT	Ongoing	New classrooms and teaching spaces will be fully accessible for all students.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	Ensure that all required staff have training to support students individual communication needs.	Plan CPD as part of the annual training cycle.	SLT	Sept 24	All staff have adequate knowledge to deliver the curriculum and ensure an inclusive approach for all.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by [the governing board.

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.

