Accessibility Plan

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The Bay Learning Trust
The Lodge
Ripley St Thomas
Ashton Road
Lancaster
LA1 4RR

t 01524 581869
e admin@baylearningtrust.com
website baylearningtrust.com

Compliance

1.1. This policy has been prepared with due regard to the following statutory provisions and guidance:

1.1.1. Equality Act 2010

1.1.2. Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

1.1.3. The Department for Education's guidance, "The Equality Act 2010 and schools" May 2014.

2. About this accessibility plan

2.1. This document should be read in conjunction with the The Bay Learning Trust's ("the Trust")'s Equality Statement.

2.2. Everyone at the Trust has equal value. The Trust's Equality Statement is based on the principle of respect for each individual. The Trust is committed to taking positive action in the spirit of the Equality Act 2010 and all members of the Trust are committed to developing a culture of inclusion, support and awareness within the Trust so that each individual can grow and flourish regardless of Sex, Race, Religion Faith or Belief, Disability, Age, Sexual Orientation, Age, Gender Re-assignment, Marriage and Civil Partnership and Pregnancy and Maternity (the Protected Characteristics).

2.3. This accessibility plan will be reviewed

3. Objectives

3.1. The key objectives of the Trust's accessibility plan is to reduce and eliminate any barriers to access the curriculum and to full participation in the Trust community for current pupils and prospective pupils with a disability and to help provide a safe, caring and friendly environment for all members of the Trust. In particular, this Accessibility Plan sets out the proposals of how the Trust intends to increase access to education for disabled pupils in three key areas, as follows:

3.1.1. promoting opportunities for disabled pupils to participate in the curriculum;

3.1.2. developing the environment of the Trust to ensure that disabled pupils can take advantage of education and associated services; and,

3.1.3. ensuring that information is provided in the appropriate formats for disabled pupils so that they are not disadvantaged.

1. Improving Access to the Curriculum

Actions / Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Ensure that the Accessibility Plan becomes an annual agenda item for Directors	Clerk to Directors to add to agenda. Directors to review / amend accessibility plan as necessary.	Adherence to legislation.		Clerk to Directors	Chairman of Board
Ensure all policies consider the implications of disability access	Review all policies to analyse the impact on pupils/employees with disabilities. Consult pupils and employees on any proposed changes. Implement new policies as necessary.	Policies reflect current legislation and best practice.			
Improve employee awareness of disability issues	Identify pupils with an SEN statement and/or EHCP and ensure that SEN information available to all employees. Review employee training needs and provide training for employees as appropriate.	Whole-Trust community aware of issues.			
Annual review of curriculum to ensure that needs of pupils are met	Regularly review SEN provision.	All pupils regardless of SEN or disability have full access to the curriculum and feel included.			

Actions / Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Ensure that external agency support is identified and delivered for all pupils in need	Assess the needs of all pupils and contact external agencies as necessary.	Wider ranges of teaching styles used. Pupils with identified needs have access to additional resources to support learning.			
Continue to train employees to enable them to meet the needs of children with a range of SEN	SENCO to review the needs of pupils and provide training to employees as needed. Employees dealing with vulnerable groups undertake the appropriate training from external agencies as necessary. All employees have access to pupil SEN support plans to understand how they can provide assistance generally. Ensure that extra training is readily available on request.	Employees are able to enable all children to access the curriculum. Sustained progress made by all pupils.			
Ensure that all pupils are able to access extra-curricular activities	Review out-of-school provision to comply with legislation. Provide the necessary training to employees. Ensure that there is sufficient support staff to assist the disabled pupils.	All providers of out-of-school education will comply with legislation to ensure that needs of all children are met. More opportunities available for pupils with disabilities.			

Actions / Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Promote the involvement of disabled pupils in classroom activities	Train relevant employees. Create positive images of disability within the Trust so that pupils have some understanding of the needs of disabled pupils. Use specialist equipment.	Greater involvement and participation by disabled pupils.			
Provide activities for disabled pupils at break and lunch times	Supervised safe space with activities for disabled pupils.	Improved confidence, attendance, self-esteem and social interaction.			
Specialist advice and support	Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum e.g. occupational therapy, hearing impairment services, visual impairment services, Child & Adult Mental Health services as necessary	School access specialist advice and support as appropriate to individual needs	On-going	SENDCo	
Literacy standards in SEND and EAL pupils	Implement Integrated Learning Packages across KS3 to boost literacy and reading standards for identified pupils.	Pupils make good progress in reading and literacy and are able to engage with curriculum	On-going	Head of English SENDCo Literacy group	
Medical conditions	Ensure care plans are in place.	Care plans in place	On-going	Vice Principal	
Medical conditions	Ensure correct procedures for storage and administration of medicines are in place.	Medicines securely stored	On-going	School Nurse	
Medical conditions	Ensure key staff are trained in first aid, epipen, asthma, epilepsy and other conditions as necessary	Staff are knowledgeable to conduct duties	On-going	School Nurse	

2. Improving Access to the Physical Environment

Actions / Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Ensure all pupils/parents/visitors can access all areas of the Trust	Undertake and audit of the accessibility of Trust buildings and grounds. Suggest actions and implement as budget allows. Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability. Include questions in the Trust surveys about pupil/parent access needs. Utilise disabled parking spaces for disabled to drop off and collect children.	Modifications made to Trust buildings to improve access. All areas of the Trust buildings accessible. All disabled parents and pupils have every opportunity to be involved.			
Ensure classrooms optimally organised for disabled pupils	Obtain guidance from specialists (hearing impaired service, autism service, speech & language, educational psychology, family support etc).	Disabled pupils able to access learning environment more effectively.			
Improve signage of evacuation procedures, internet safety and fire drills.	Undertake audit of current signage. Obtain feedback from employees, pupils and visitors. Replace signage to take account of appropriate colour schemes / size etc.	New signs clear and updated as required. Visually impaired employees/pupils/parents/visitors able to read and follow instructions on signage.			

Actions / Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Disabled parking spaces	Create designated Disabled Parking spaces in new parking zones	More parking spaces available.	On-going	Director of Business & Finance	
Ramp access	Consider the access to any new building – does it have wheelchair/ramp access	Better access for disabled pupils	On-going	Director of Business & Finance	

3. Improving Provision of Information to ensure that all pupils have equal access to Trust information

Actions / Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Improve communications with disabled pupils	Teaching Academies to liaise with specialist employees to better understand the different formats of information available. Audit Trust libraries to ensure the availability of large font and easy read texts available. Ensure Trust and Academy websites are clear, simple and easy to navigate. Obtain feedback from pupils, employees, parents and visitors.	Increased variety of information available and increased choices of how to access information. Improved communication with disabled pupils.			
Ensure that all parents and other members of the Trust community can access information	Improve the availability of documents being provided in alternative formats (e.g. large print, braille, simplified/reduced language and audio format). Ensure Trust and Academy websites are clear, simple and easy to navigate.	Improved access to information.			
Ensure that parents who are unable to attend an Academy because of a disability can access parents' evening information.	Employees to hold parents' evenings by phone or send home written information.	Parents are informed of pupil's progress.			

Actions / Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Attitudes to difference, equal opportunities and discrimination	Promote positive values through our PSHE programme to ensure positive attitude to equal opportunities.	Pupil voice feedback reflects impact of equal opportunities education.	On-going	Vice Principal	
Signage for visually impaired	Increased signage and colour coding, including pictures where necessary	Pupils and staff clear regarding signage.	On-going	Site Manager	
Written information	Improve the delivery of written information, e.g. timetables, textbooks and information about the school and school events in various preferred formats within a reasonable timeframe	People with disabilities get written information in preferred format.	On-going	Admin Manager	
Fire Evacuation	Emergency evacuation systems to include alarms with both visual and auditory components. Consider installation of flashing lights to complement fire alarm.	Hearing impaired students can see the fire alarm	On-going	Site Manager	
Fire Evacuation	For pupils with mobility issues, consider how they are evacuated safely in the event of a fire	Pupils with mobility issues identified and evacuation arrangements in place	On-going	Director of Operations	