



Accessibility Plan

Document Management

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Date of next review – Due at least every 3 Years next due before September 2026

Policy Owner: S Watts SENCO

Approving Body: Local Governing Body

The Accessibility Plan aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010; participation in the academy's curriculum, improving the physical environment of the academy and improving the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Physical or mental impairments can include:

- Learning difficulties
- Physical difficulties
- Sensory difficulties
- Long-term medical difficulties
- Speech, language and communication difficulties
- Emotional and behavioural difficulties
- Mental health difficulties

St Benet Biscop Catholic Academy aims to:

1. Where possible, increase the extent to which disabled pupils can participate in the curriculum.
2. Where possible, improve the physical environment and increase the extent to which disabled pupils can take advantage of the academy's facilities, resources and associated services.
3. Set suitable learning challenges for all pupils and provide good quality provision for diverse learning needs.
4. Overcome extrinsic and intrinsic barriers to learning.



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Details of the Plan

Admissions arrangements for pupils with a disability

The academy's latest admissions policy can be found on the academy website.

As per the academy's admissions policy, children who have an Education, Health & Care plan or a statement of Special Educational Need where the academy is named as the most appropriate educational setting for the child, will be admitted.

Steps taken to prevent disabled pupils from being treated less favourably than others

The academy pays due regard to its obligations under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity between people who share a protected characteristic e.g. disability and those who do not share it and foster good relationships across all characteristics. Further information can be found on our Equality Statement on the policies area of our website.

Facilities provided to help disabled pupils access the academy

Physical access arrangements are set out in the academy's Local Offer document which is available on the SEND section of the academy's website.

Increase the extent to which disabled pupils can participate in the academy curriculum.

- The academy will assess the needs of every disabled individual and, based on that assessment, will take reasonable steps to avoid putting disabled pupils at a disadvantage. For example, providing ICT equipment such as a Chromebook for students with cerebral palsy or visual aids for students with visual impairment.
- Students will be welcomed where possible into mainstream provision.
- Where possible, teachers and the SLT of the academy will plan lessons in order to accommodate disabled students e.g. provide lessons on the ground floor for wheelchair users.

Improve the physical environment and increase the extent to which disabled pupils can take advantage of the academy's facilities, resources and associated services.

- The academy will continue to improve, where possible, the layout of areas including all academic, sporting, play and social facilities; classrooms, the assembly hall and canteen, the library, the sports hall and gymnasium and the playgrounds in order to allow access for all pupils.
- The academy will continue to maintain and improve, where possible, access to, from or past doorways, steps and stairs, toilet facilities, showers as well as pathways/routes (that are logical and well signed) and parking for all users but particularly wheelchair users.

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- Where possible, the academy will improve lighting, non-visual guides and décor or signage in order to assist disabled pupils in and around the building and site with visual impairment, autism or epilepsy.
- The academy will, where possible, take steps to reduce background noise for hearing-impaired pupils.
- The academy will (in line with its Health and Safety policy) ensure that emergency and evacuation systems are set up to inform all pupils.

Set suitable learning challenges for all pupils and provide good quality provision for diverse learning needs.

- The academy encourages high aspirations from pupils with regard to their learning and sets high expectations for all pupils, regardless of any disabilities.
- Where possible, classrooms will be organised to facilitate the full inclusion of pupils with disabilities.
- Teachers will use a range of organisational approaches such as setting, grouping or individual work to ensure all pupils can be successfully included.
- Teachers will plan the pace of lessons carefully to ensure all pupils have opportunities to learn e.g. allowing for the additional time needed by pupils using lip reading.
- An individual student's prior attainment will be used to select programmes of study from the appropriate key stage (as stated in the SEN code of practice 6.19), e.g. in the year 7 and 8 Lexia intervention groups (particularly those students who achieved below expected standards in SATS).
- Teachers will provide a flexible approach to planning the curriculum (using the QCA's Teaching, Planning and Assessing the Curriculum for Pupils with Learning Difficulties as guidance) for all pupils, but particularly those who have gaps in their learning e.g. pupils with long-term medical conditions. (SEN code of practice 6.17-6.21)
- The academy will continue to work toward a flexible curriculum that will meet diverse needs, ensuring the curriculum is differentiated throughout the key stages.
- The academy will continue to work toward the incorporation of SEN support plans as an integral part of the curriculum.
- SEN review procedures will be used to inform the academy with regard to the type of support needed and will endeavour to support students with impairments e.g. sign language or other first language interpreters when necessary, enlarged prints for visual impairments



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Overcoming Barriers to Learning

- The academy will provide access to ICT appropriate for pupils with disabilities and will ensure, where possible, alternative activities will be provided to enable disabled pupils to make progress in music, drama, physical education, science and design technology.
- The academy will continue to work toward providing effective support for pupils who need help with communication, language and literacy e.g. using visual and written materials in different formats including large print, symbol text and Braille.
- Where possible, extra opportunities will be provided for students learning English as an additional language to speak and write in their first language.
- The academy will ensure, where possible, that all pupils have access to key stage 3 strategies.
- The academy will continue to improve the delivery of materials and formats in order to assist pupils with learning impairments ensuring that, where needed, the full range of support services provided by the LA are utilised when needed.
- Students' behaviour will be managed in order to encourage students to value and respect each other (in line with our Mission Statement at St Benet Biscop Catholic Academy) while encouraging and teaching independent working skills.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and reasonable provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed at least every 3 years, or more frequently as required in order to take into account the changing needs of the academy and its pupils, and where the academy has undergone a refurbishment.