



# Venerable Bede CE Academy Accessibility plan

Ratified by: Mark Thompson (Chair Of LGB)  
Person Responsible: Tracey Burgess (Head of School)  
Date of review: Spring Term 2024  
Date of next review: Spring Term 2027

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**Next Review Due: Spring term 2027**  
**Person in Charge: Head of School**  
**Governance: Chair of Local Governing Body**

The quality of relationships between all members of school staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring. In the Church schools in our Trust, we follow the teachings of:

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ – John 15:17.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that both Christian and spiritual love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

**At Venerable Bede CE Academy:**

We aim to “Soar to the heights together” This is embodied in scripture:

*‘But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.’ Isaiah 40:31*

**This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.**

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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 pupils with disabilities can participate in the curriculum and extra-curricular activities
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The academy will not treat pupils with disabilities less favourably than other pupils.

We will make reasonable adjustments for pupils with disabilities, so they are not at a substantial disadvantage and we will plan to increase access to education for each one.

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, including within the trust, the Local Authority, the diocese and other networks.

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

We aim to include a range of stakeholders in the development of this accessibility plan, including where appropriate, pupils, parents, staff, Local Governing Body.

## 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 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 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.

Aim 1 - To improve the				
Task/Target	Action	Timescale	Responsibility	Success Criteria
<b>Improve physical accessibility of academy</b>	1. Ensure ramps and elevators used by disabled pupils are well maintained and	On-going	Site staff	Ease of access for
	2. Ensure door closes/mechanisms are set to delay action to ensure	On-going	Site staff	Door closes operational
	3. Ensure signage is fit for purpose and identifies hazards for wheelchair	On-going	Site staff	Signs produced and
	4. Ensure accessible parking bays are marked out and well maintained	On-going	Site staff	Ease of access
	5. Ensure access to accessible toilets for those requiring such access	With immediate effect	Site Staff	Ease of access
<b>Ensure that all pupils with a disability are included in school</b>	Create access plans for individual pupils as and where necessary	With immediate effect and to be reviewed	SENDCO	Range of needs met and all pupils are included in school life
<b>Ensure that the medical needs of all pupils are met fully within the</b>	Liaise with parents/external agencies to ensure all medical needs are known and documented	With immediate effect and then regularly	SENDCO/ First Aid staff/ Medications Co-	Range of needs met within the academy's capability

Aim 2 - To increase access to the curriculum for pupils				
Task/Target	Action	Timescale	Responsibility	Success Criteria
<b>Optimum deployment of Teaching Assistants</b>	Regularly review deployment of TAs / LSAs considering individual pupil needs where appropriate, widen LSA skills and training	On-going	SENDCO	Support for pupil identified and in place
<b>Ensure pupils with a disability can access the whole curriculum, including extra-curricular activities</b>	1. Liaise with feeder primaries to identify pupils who may need additional resources and/or support	During transition	SENDCO/ AHT/ Pastoral Team	Support plan produced/EHCP reviewed
	2. Offer a differentiated curriculum where appropriate	On-going	DHT Curriculum / SENDCO/ Teaching	Learning walks/ observations
	3. Use of ICT equipment where necessary	When required	SENDCO	Range of needs met
	4. Access to additional practical aids	When required	SENDCO	Range of needs met
	5. Access to counselling when required	When required	SENDCO	Range of needs met
	6. Provision of in class support such as appropriate font size, overlays etc.	On-going	Teachers / SENDCO/ SEND team	Pupils have improved access to written information
	7. Technology to support learning, eg e-readers, laptops with specific keyboards	Ongoing depending on needs of	SEND Co with IT Manager	Technology increases access to curriculum and impacts on learning

<b>Ensure parent and pupil voices documented</b>	1. Establish close links with parent/pupil at transition and beyond	During transition	SENDCO	Open communication
	2. Document additional needs via a Care Plan and review regularly	Immediate effect	SENDCO/SEN admin	Care Plan in place
<b>Liaise with outside agencies for pupils with additional needs</b>	Collaborate with all key personnel to share relevant information about pupil needs	On-going	SENDCO / HO	Review meetings as appropriate to needs of pupil
<b>To promote the involvement of pupils with SEND in all lessons - and ensure at least expected progress is made</b>	2. Create positive images of disability within the academy	On-going	Whole academy	Pupils feel included in the school community
	3. To review all attainment progress of all SEND pupils	At each data capture	DH Data/ SENDCO / Pastoral team	Pupils making appropriate progress
	4. To report to LGB on regular basis of the progress and successes of SEND pupils	Termly	EHT/ SENDCO/Link	LGBs fully informed about SEN provision and progress

<b>Aim 3 - To</b>				
<b>Task/ Target</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Improve the amount and quality of written information to carers</b>	1. Ensure written materials are available to all in an appropriately presented format – i.e. pictorial/oral, or electronically as appropriate	On-going	Whole school approach – as and where	Ease of access to written materials for pupils with
	2. According to needs, make available the use of visual filters, coloured paper and large print; use ICT's as appropriate to pupil needs	On-going	SENDCO/SEN team	Ease of access
	3. Ensure that any information electronically displayed in classrooms is compliant with the use of dyslexia friendly	On-going	Teaching staff	Ease of access
	Website easy to navigate – review the layout and readability of the website regularly and at least in line with this schedule	On-going	Head of School/SLT	Website able to be utilised by all pupils/parents/carers
	Newsletters are easy to read and in a clear layout – where published on paper. Ensure that electronic publications have consistent use of features	Half termly	Head of School/news team	Pupils able to read, understand and contribute to
	Resources are clearly and simply labelled, and that the format and layout are easily followed	On-going	SENCO/SEN team/Teaching staff	Range of needs met and all pupils are included in

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Chair of the Local Governing Body.

## **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 and disability (SEND) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Example Accessibility audit

This audit should be actioned after the accessibility policy has been audited in line with its 3-year cycle – or when an accessibility issue has been identified.

Feature	Description	Actions to be taken	Person responsible	Date to complete action
<b>Number of storeys</b>	Are all storeys within the building accessible as per		SENDCo/ Premises manager	
<b>Corridor access</b>	Are all corridors accessible to all pupils and staff? Has there been any change in the “corridor furniture”		SENDCo/ Premises manager	
<b>Lifts</b>	Have there been any ongoing issues with lifts? Have they been fully serviced in		Premises Manager	
<b>Parking bays</b>	Do we have a disabled parking bay for each member of staff who is registered as disabled and		Premises Manager	
<b>Entrances / exits</b>	Are the entrances and exits fully operable in line with the design		Premises Manager	



<b>Ramps</b>	Are all ramps operable in line with intended use in a safe		Premises manager	
<b>Toilets</b>	Do accessible toilets meet the needs of the users?		SENDCo/ Premises Manager	
<b>Reception area</b>	Does the reception area independently enable disabled users to access office staff and		Premises and Office Manager	
<b>Internal signage</b>	Audit signage against map of what should be displayed. Amend and		Premises and Office Manager	
<b>Emergency escape routes</b>	Are the entrances and exits fully operable in line with the design		Premises Manager	

Map of school showing Main Entrance and Fire Exit points on ground floor

