



Accessibility Plan

Date: September 2026

Review Date: September 2029

School Specific Plan of the Advance Learning
Partnership Multi Academy Trust

Contents

Links with other policies	3
Aims.....	3
Legislation and guidance	4
Action Plan.....	5
Monitoring Arrangements	7
Safeguarding.....	7
Complaints.....	7
Equality & Diversity	8
Modern Slavery Act	8
Accessibility Statement.....	8

Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Assessment framework document
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) Policy and Information Report
- Supporting Pupils with Medical Conditions Policy

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.

At Bishop Barrington Academy we recognise our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

We further recognise our duty under the Education and Inspections Act 2006 to promote community cohesion.

We believe that these duties are essential reflecting international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling the legal obligations cited above, we are guided by six principles:

Principle 1: All members of the school community are of equal value.

Principle 2: We recognise and respect difference.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion

and belonging.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Principle 5: We consult and involve widely so that our wider community may benefit

Principle 6: We base our practices on sound evidence

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 include as appropriate: pupils, parents, staff and the academy council.

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.

Action Plan

3. Action plan This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. IM	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
Increase access to the curriculum for pupils with a disability	Explain your school's approach here. Examples: • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils.	Ensure that curriculum resources include examples of people with disabilities.	Sharing of examples of good practice and useful sources.	– Anna Wass – Sophie Hepplewhite – Sarah Galvin	July 2022	All subjects will be able to demonstrate evidence of curriculum resources which include examples of people with disabilities.

3. Action plan This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. IM	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
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Improve the general site access for all including those with a disability.	Liaise with building contractors to ensure site access is improved as soon as possible in terms of distance from the parking area and that appropriate disabled parking bays are included.	– Ben Johnson – Brett Osborne	July 2022	There will be close, accessible parking available to all including those with a disability.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Coloured overlay • Multi sensory lessons	Explore and implement the use of assistive technology to improve the delivery of information to pupils with a disability	Provision of examination reading pens to pupils with visual impairment or dyslexia.	– Sophie Hepplewhite – Judith Collingwood	July 2022	Pupils with visual impairment or dyslexia will have full access to all textual information.

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 Academy Council.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the Safeguarding Policy.

Complaints

All complaints should be raised with the school in the first instance. The details of how to make a formal complaint can be found in the School Complaints Policy.

Please copy and paste the above statements in, at the end of your policy, where applicable. (For example complaints statement would not be added to staff policy).

Equality & Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

Control of Documents- Records/Policies

Document Name	Staff Member
Accessibility Plan	Anna Wass

Description	Name / Title	Signature	Date
Prepared by	Anna Wass – Deputy Headteacher	A Wass	15/05/2025
1 st - Approved by	Colin Smith – Headteacher	C Smith	15/05/2025
2 nd - Approved by	Elizabeth Thompson – Chair of Governors	E Thompson	15/05/2025