

BROMLEY EDUCATIONAL TRUST

ACCESSIBILITY PLAN

Responsible post holder	Executive Headteacher
Approved by / on	March 2016
Next Review	March 2018

Accessibility Plan

1. The definition of disability is as below

Someone with a physical or mental impairment

The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

2. We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled student unfavourably. We commit to taking all reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The Trust Board Members have the duty to publish Accessibility Strategies and Plans

3. Scope of the Plan

This plan covers all three main strands of the planning duty by:

- Improving the physical environment of the Academies for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.
- Currently all students can access the curriculum regardless of disability. Although the Academies are not purpose built, all student needs are taken into account.
- The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum.
- Ensuring that appropriate support is given to all students with disabilities and that those staff who work with these children are fully aware of their needs.

4. Monitoring

Monitoring is essential to ensure that students with disabilities are fully able to access the academy's curriculum.

We will monitor the following :

- Admissions
- Attainment & Attendance
- Rewards & Sanctions
- Option choices
- Post 16 destinations
- Selection & recruitment of staff
- Trust Board representation
- Parents attending consultation meetings and Academic Review Meetings

5. Management

Accessibility planning forms part of the Academies annual development planning, approved by the Trust Board to ensure all students are able to access the full curriculum.

As part of this accessibility planning, the Academies must:

- Review the policies, procedures and facilities as they are likely to affect students and prospective students who are disabled.
- Make decisions with a view to improving the accessibility of its education in its many aspects, to students or prospective students with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review the Academy's Disability Policy when necessary.
- To continue to review the Academy's Accessibility Action Plan when necessary.

6. Teaching and Learning

As set out in the Trust SEND Policy, the Academies have:

- SEN departments equipped to deal with the range of learning difficulties experienced by children who, with our support, can benefit from the curriculum we follow.
- a strong and successful record of supporting children with disabilities using a range of strategies

The Academies, when there is a case of the emergence of a disability or further disability, as soon as is reasonably possible, consideration is made available regarding:

- appropriately modified resources and materials
- appropriately modified teaching approaches
- the use of ICT aids where appropriate.