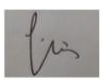
BJS
Federation of Schools

Accessibility Policy

Policy Adopted by Executive Headteacher on: Autumn 2024
Policy Due for Review on: Autumn 2027

Signed _____
Ms A. Parker, Executive Headteacher



Signed _____
Mrs F. Morris, Chair of Full Governing Board

1. Aims

1.1 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 Federation to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

1.3 We believe that equality within our Federation should permeate all aspects of school life and is the responsibility of every member within the Federation and the wider community. Every member of the Federation community should feel safe, secure, valued, and of equal worth.

1.4 The plan will be made available online on the Federation website, and paper copies are available upon request.

1.5 Our Federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.6 The Federation supports any available partnerships to develop and implement the plan. This includes Lambeth Local Authority and our Partner Schools within the Federation.

1.7 Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility within the Federation, this procedure sets out the process for raising these concerns.

1.8 We have included a range of stakeholders in the development of this accessibility plan, including governors.

2. Legislation and guidance

2.1 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.

2.2 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.

2.3 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.

2.4 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.

2.5 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	CURRENT GOOD PRACTICE *Include established practice and practice under development*	OBJECTIVES *State short, medium, and long-term*	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our Federation 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.					
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 toilets and changing facilities • Library shelves at wheelchair-accessible height					

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Improve the delivery of information to pupils with a disability	Our Federation uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille when appropriate • Induction loops • Pictorial or symbolic representations					

4. Monitoring arrangements

4.1 This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by: Pupils, Parents and Community Committee and Executive Headteacher

5. Links with other policies

5.1 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 (SEN) information report
- Supporting pupils with medical conditions policy
- Teaching and Learning Policy

Appendix 1: Accessibility audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Corridor access				
Lifts				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				