



BENGEWORTH CE ACADEMY

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# ACCESSIBILITY PLAN 2024 - 2027

September 2024



**Bengeworth**  
Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*



# AIMS OF THE ACCESSIBILITY PLAN

This plan outlines how Bengeworth CE Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment
- Providing high quality curriculum entitlement and a high-quality learning environment
- Promoting the Christian Values to enable the children to value themselves and each other
- Promoting an effective partnership with parents and the wider community

Promoting Bengeworth Christian Values to enable the children to value themselves and each other:

- We take **responsibility** for our actions and always make sure we do the right thing.
- We show **forgiveness** towards others and always try to understand and support each other.
- We show **trust** in one another and always make sure we are truthful and fair.
- We show **friendship** and care about others in our school.
- We show **perseverance** and always have a positive attitude about what we can all achieve.
- We show **respect** and have regard for ourselves and other people's feelings, wishes and rights.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## LEGISLATIVE COMPLIANCE

### The Equality Act

The Equality Act became law in October, 2010. It replaced previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995 DDA) and ensures consistency in what employers and employees need to do to make their workplaces a fair environment and comply with the law.

## THE ACCESSIBILITY AUDIT

The governing board will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

### The purpose and direction of the school's plan: vision and values

At Bengeworth we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being

of all our children matter. Bengeworth promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- more able and talented children;
- children who are vulnerable or under achieve or social exclusion.

To ensure equity of provision for disabled pupils, staff:

- Will not treat disabled pupils less favourably for a reason related to their disability.
- Will make reasonable adjustments, so that disabled pupils are not at a substantial disadvantage.
- Will contribute to plans to increase access to education for disabled pupils.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### **The main priorities in the school's plan:**

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Inclusion Leader has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extracurricular activities.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

## **Priorities for the development of information from pupil data and school audit to inform the plan:**

- To provide all new parents to school with information about the school's duties in relation to disabilities through the school website and in brochure.
- To liaise with parents/carers and pre-schools re their access arrangements for children which will then inform planning and arrangements in the Nursery and Reception setting.

## **Views of those consulted during the development of the plan:**

Staff at Bengeworth regularly consult with parents about the provision for their children. All children's views, generally, are consulted regularly through class discussions, school councils and Parliament. However, there are no formal arrangements for consulting with children about their views about provision related to their individual disability.

## **Priorities for the development of consultations to inform the plan:**

To formally collect the views of all children about provision related to their disability.

## **Main priorities and actions for pupils:**

Note: this part of the plan is required by statute and must include proposals in each of these three strands:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

## **Increasing the extent to which disabled pupils can participate in the school curriculum:**

At Bengeworth there are already significant strategies in place to address the needs of disabled children. These include:

- Improving disabled children's access to the curriculum as an element of ensuring high quality teaching and learning for all, which includes having high expectations for all children.
- Systematically monitoring all children's progress and setting targets for improvement.
- The Director of Inclusion having a key role in leading effective curriculum and professional development for all staff on inclusive classroom practice in general and on specific disability issues in particular.
- Support Professionals being employed to connect disabled pupils to the curriculum, support the development of independence and promote social interaction.
- Regularly consulting with a range of outside agencies to ensure quality of provision. These include among others: Speech and Language therapists, Occupational Therapy, Chads Grove outreach, Visual and Hearing impairment teams.

- Behaviour and anti-bullying policies which are key to promoting an inclusive environment in which everyone is valued for their particular and unique contribution.

However, the school is not complacent and constantly reviews the strategies it uses, and seeks out good practice, to ensure the best possible progress of all children including those who are disabled and /or with SEND.

### **Priorities for increasing the extent to which disabled pupils can participate in the school curriculum:**

- Making use of specialists who can identify alterations and amendments needed to the learning environment to allow full access to the curriculum
- Use of specialist resources to allow children to access learning.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

To ensure the physical environment of the school is inclusive, governors are committed to reviewing the physical environment provision annually, in general, and in particular when needs are identified, in order to increase the extent to which disabled children can take advantage of education and associated services. If an application is made for a place at Bengeworth, by a parent with a child with a physical or sensory impairment, then the school is able to access the expertise of specialist services to facilitate this.

All our classroom entrances are wide enough for wheelchair access and the designated points of entry at both Bases to also allow wheelchair access. It is also using an increasing diversity of equipment, material and consumables, including ICT, for increasing access to the curriculum for disabled children.

### **Priorities for improving the physical environment of the school in order to increase the extent to which disabled pupils can take advantage of education and associated services:**

- Use of a range of ICT hardware and software to allow children to record ideas.
- Provision of quiet areas for children with autistic spectrum condition.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

At Bengeworth we take into account individual considerations and take advice from the range of agencies available to the school to do this.

### **Priorities for improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Use of ICT resources to improve access to learning i.e., adapting reading materials, magnifiers etc.

## **Making it happen: management, coordination and implementation:**

Overall responsibility for the school's accessibility plan lies with the Governing Body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher/head of school, support professionals, class teachers, lunchtime staff, the Director of Inclusion, SENCo, the premises staff, curriculum coordinators, administrative staff and governors themselves.

### **The CEO/Executive Headteacher will:**

- Ensure that all staff are aware of the Equality Act and the duties as they apply within school.
- Secure the commitment of all staff to removing barriers and increasing access.
- Draw on support from within and beyond the school.
- Target training for particular groups of pupils/staff/aspects of school life.
- Share good practice between staff and with other schools.

### **Priorities for Management, coordination and implementation:**

- Discuss duties at staff meetings annually, at the beginning of year, and arrange training as identified in performance management to inclusive, high-quality teaching and learning.
- Share good practice in school at staff meetings.
- Share good practice with cluster schools at liaison meetings.
- Information on the school website is accessible to all parents.

### **Making the plan available:**

Schools are required to put their AP in writing, to resource them and implement them. At Bengeworth the AP will be part of the School Improvement Plan and will be published on the School Website. Schools are required to report annually on the progress of their AP.

### **The main priorities in the school's plan:**

Our key objective within the Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

### **The action plan ensures that:**

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Inclusion Leader has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.

- Disabled pupils have access to extracurricular activities.

## **The Accessibility Plan:**

Attached are audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and coordinated by the site team, governors', the Director of Inclusion and by the Senior Leadership Team.

Evaluation of the progress of the plan will be made by the Senior Leadership Team through an annual report to the governing body.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Bengeworth CE Academy.

# BENGEWORTH CE ACADEMY ACCESSIBILITY PLAN: SEPT 2024 -2027

## Supporting School aims:

- Children enjoy their learning and progress to the best of their ability.
- Learn key skills through high quality teaching and learning experiences
- Develop a range of broader skills and competencies relevant for 21st century life through a creative and engaging curriculum
- Receive challenge and support to achieve the best they can
- Embrace the school's "values" of trust, forgiveness, respect, responsibility, perseverance and friendship, forming a positive foundation for life
- Progress and achieve to the best of their ability, developing a passion for learning
- Contribute to and benefit from the school and local community
- To learn within a safe environment and develop a caring attitude towards others.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short Term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	SLT, teachers, SENCO, Director of Inclusion	Termly review	Management and teaching staff are aware of the accessibility gaps in the curriculum	<b>Ongoing</b> Curriculum focus through staff development sessions (23-24)
	Staff members do not have the skills to support pupils with SEND	Induction for new staff INSET provided to staff members Programme of CPD. Training for teachers on aspects of SEND Support from SENCO/ Director of Inclusion. Staff share good practice at beginning of staff meetings in connecting children with disabilities to curriculum.	Head of School, external advisors, SENCO, Director of Inclusion	Regular CPD planned within MET schedule throughout academic year.	Staff members have the skills to support pupils with SEND	Ongoing SaLT training: 14.09.24
	Ensure P.E continues to be accessible to all.	P.E. kits provided for all children and washed in school. Liaise with external agencies and sports coaches regarding specialist equipment needed to include all pupils.	SLT, teachers, SENCO	As required	All children able to access all areas of the curriculum and work towards attaining age related expectation	
Medium Term	School trips do not take into account pupils with complex SEND	Needs of pupils with SEND are incorporated into the planning process Risk assessments completed and checked by EVC.	Teachers, SENCO, EVC	When appropriate	Planning of school trips takes into account pupils with complex SEND  All out of school activities planned to ensure, where reasonable, participation of all pupils.	Annual check for extracurricular activities. Regular check via Evolve for out of school activities
Long Term	Further build resources to provide greater capacity in supporting	Provide access to bespoke internal provision- The Ark for pupils with	SLT, Director of Inclusion and	Autumn Term- reviewed based on	Pupils with SEND can access lessons.	Termly

	pupils with SEND to access the curriculum	complex needs and those assessed as meeting the entry criteria. Making use of Specialists to assess environment Implementation of strategies for individual children to ensure access for all. Use of a range of ICT hardware and software to allow children to record ideas. Provide access to sensory equipment to support regulation.	Provision, SENCo, external agencies.	need on a termly basis.	Children with the most complex SEND in Yr R/1 are able to access the ARK. Children with disability accessing all areas of school provision All suitable resources in place to support children's learning Children identified who could benefit from ICT technologies.	
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## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short Term</b>	Ensure the school's physical environment is accessible	Audit of physical environment Provision of quiet area/reflection area for children	Site Team SLT	Autumn Term	School is aware of accessibility barriers to its physical environment and will make a plan to address them Area identified in school that can be used as a quiet area for children Access to toilets is increased. All entrances will be accessible to all.	Reviewed regularly with support of PD outreach team
	Ensure all disabled pupils can be safely evacuated.	Personal Emergency Evacuation plans in place for disabled pupils. Ensure all staff are aware of PEEPs.	SLT, teachers, SENCo	As required	Safe evacuation for all when necessary	Annually in line with fire practice and lockdown review.
<b>Medium Term</b>	Ensure the learning environment for SEND pupils is accessible	Regular monitoring and evaluation carried out by SLT, Phase reviews and pupil progress meetings.	SLT/SENCo	Autumn Term	Learning environment is accessible to pupils	Termly

<b>Long Term</b>	Ensure there is access to quiet areas for pupils requiring low stimulus.	Provision of quiet areas for children with autistic spectrum condition. Area identified in school that can be used as a quiet area for children with sensory sensitivities. Reinstate use of Sensory garden.	SLT/SENCo	Spring term.	Children have access to calm areas when needed.	Annually.

### Planning duty 3: Information

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short Term</b>	Ensure all new parents to school with information about the school's duties in relation to disabilities	To liaise with parent/carers pre-schools re their access arrangements for children which will then inform planning and arrangements in the Reception setting. All children on SEN register are reviewed according to DDA definition of disability.	EYFS Lead, SENCo SLT	Autumn term	School SENCo and teaching staff have up to date information with which to plan appropriate provision	Summer term
	Languages other than English to be visible around school	Translation of key documentation Starter information sheet. Induction pack. EAL Drop-ins. Language Leaders	EAL Support Professional, SENCo, Director of Inclusion.	Autumn term	All families feel welcome and have a clear understanding of school procedures	Summer term
	To liaise with pre-school nursery/other preschool settings re their access arrangements for	Date for meetings set in Spring and summer to discuss children identified as disabled and access arrangements in place. Speak to parents of children before normal induction if appropriate	EYFS Lead Head teacher SENCo	Summer	Smooth transition into school for parents and children	Summer term /Autumn term

	children which will then inform planning and arrangements in the Reception setting					
	To ensure the vision and values statement is reviewed each year in particular in relation to the AP.	AP Vision and values statement discussed when reviewing SDP alongside the promise within our school vision.	SLT School staff Curriculum committee	September	Statement reflects practice in Bengeworth.	Annually.
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCo/Director of Inclusion	Autumn Term	School is aware of local services for converting written information into alternative formats	Summer term
	To publish AP on school website	Discuss plan with GB and then publish on the website.	SLT/SENCo/Governing Body.	Autumn Term.	AP published on school website.	Annually.
<b>Medium Term</b>	To formally collect the views of all children about provision related to their disability	At IPP review/Parent Consultation Meetings All class teachers to record views of children about provision made for them and to ask what else would help them to access the curriculum. Agree format for those children who are disabled but not SEN	Class teacher Parents SENCo	Termly	Children making best possible progress due to appropriate provision	Summer Term
<b>Long Term</b>	Ensure school website is accessible to all parents	Audit of website School website populated with information/ School informs parents through weekly newsletters, texting service and social media.	ICT support SENCo ICT Lead SLT	Spring term	Website is fully accessible Information on the School website is accessible to all parents.	SEND literature reviewed/ IPP and Inclusion Offer amended Sept 24. Review of SEN Information Report 24/25



# Bengeworth

## Multi Academy Trust

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