



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

# Accessibility Plan Policy

**Issued: November 2018**

**Reviewed: December 2021 (updated March 2022)**

**Next review due: Spring 2025**



## **1.0 Roles and responsibilities**

- 1.1 The Birmingham Diocesan Multi-Academy Trust (BDMAT) is accountable for all policies across its schools. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated on our website. In particular our values include treating all stakeholders, including our staff with dignity and respect and ensuring that they have hope for a positive future. Leaders should be mindful of these values when implementing this policy.
- 1.2 BDMAT is an equal opportunities employer and treats its employees equally. The board of directors has committed to the government's Disability Confidence initiative. BDMAT is also a Stonewall Diversity Champion. BDMAT has established three fora to hear the views of all our staff:

Staff Forum: 2 elected members per school  
UKME / GM Forum  
LGBTQ+ Forum

We are conscious as an organisation of intersectionality and the impact this can have on disabled staff and pupils. Intersectionality is defined as:

"the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage."

- 1.3 Overall responsibility for ensuring that our schools and education is accessible to all remains with the board of directors. A Scheme of Delegation for BDMAT sets out the responsibilities of the Local Academy Board and Headteacher. The Headteacher of each school is responsible for the implementation of all BDMAT policies, including this one on a day-to-day basis.
- 1.4 All employees of the school are subject to BDMAT's policies (either school specific policies or policies implemented across the whole MAT).
- 1.5 It is the responsibility of each headteacher to put in place an accessibility plan for their own school and for the Local Academy Board to ensure the appropriateness of this plan. The Local Academy Board should monitor progress towards its accessibility plan each year. Headteachers should ensure that an up-to-date copy of the school's accessibility plan can be easily found on their website and should provide hard copies of the document to anyone requesting this within 10 working days of the request.

## 2.0 Terms of Reference

2.1 For all employees employed by the Birmingham Diocesan Multi-Academy Trust (BDMAT), either in schools or central staff.

2.2 Definitions:

“Headteacher” also refers to any other title used to identify the headteacher, where appropriate, or other senior manager delegated to deal with the matter by the headteacher.

## 3.0 Context

3.1 This policy seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our trust in particular the following:

- Life in its fullness ***for all***
- Success ***for all***
- Positive well-being ***for all***

And that our values (below) are lived out by all within BDMAT:

- **Hope** – we have hope that there can always be a positive outcome
- **Honesty** – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages
- **Integrity** – we have strong principles rooted in our Christian mission that lead our actions and decisions
- **Helpfulness** – we work in co-operation and partnership with all staff and stakeholders
- **Respect** – we respect all those that we come across
- **Dignity and compassion** – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing
- **Wisdom** – The decisions we take are wise and are based on informed discussions and evidence and aimed at ensuring we achieve the best outcomes for all without forsaking our values

3.2 This policy sets out the content of each school’s accessibility plan and the procedures for establishing and reviewing these plans.

3.3 It is a requirement of BDMAT that headteachers put in place three-yearly accessibility plans and review this at least annually.

#### **4.0 Definition (Equality Act 2010)**

- “A person has a disability 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 carry out normal day to day activities.” ‘Substantial’ in this context means more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed; ‘long-term’ means 12 months or more, eg a breathing condition that develops as a result of a lung infection

#### **5.0 Disabled pupils**

5.1 The Birmingham Diocesan Multi-Academy Trust, including its executive, headteachers and local academy boards have three key duties towards disabled pupils, under the Equalities Act 2010:

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

5.2 The board of directors delegate responsibility to headteachers to ensure that school premises are fit to teach in by allocating adequate management of funding, maintaining and reviewing the upkeep of the fabric of the school.

#### **6.0 The purpose and direction: vision and values**

6.1 We are a fully inclusive multi-academy trust serving the needs of our local communities. We want all our pupils to develop their intellectual, spiritual, and creative talents. Through recognising and encouraging the successes and achievements of our pupils we want them to develop positive self-esteem. We want all our pupils to value and respect the rights and opinions of others. We are proud of being known as a caring MAT with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our pupils can access the full curriculum.

## 7.0 Integration

7.1 It is very important to us as a learning community that all our pupils with Special Educational Needs or Disabilities (SEND) are integrated in as much of the whole curricular and extra-curricular learning as is reasonably practicable. All staff who teach SEND pupils should receive regular training and up-dated information about the specific pupils' needs –headteachers are responsible for ensuring that this is provided and the Director of School Improvement is responsible for ensuring that such training is in place and effective.

7.2 Each school must have in place an accessibility plan that aims to increase access to education for disabled pupils in the three areas:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the environment to increase the extent to which disabled pupils can take advantage of the facilities; and
- ensuring that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged.

7.3 Each school must set out what it already does to achieve the above three aims and its plan to improve accessibility. Examples of such actions include:

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

*Examples: Timetables/class organisation are sympathetically reviewed to ensure that pupils with disabilities are not scheduled in unsuitable rooms; the redevelopment of the building will lead to any pupils who use a wheelchair being able to access all areas; laptops are currently available for use by some pupils who require support, and this includes the potential for the pupil to be provided with a laptop at home; mentors are provided for pupils who are unable to attend the school through longer-term ill-health.*

### **2. Improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services:**

*Examples: Width of door frames, contrasting colour of door frames, lighting, signage and disabled toilets.*

### **3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

*Examples: Pupils and staff can collect/request information in an appropriate format e.g. large print or Braille.*

- 7.4 It is a requirement that each school's accessibility plan is resourced, implemented and reviewed and revised as necessary in line with this policy.

#### **8.0 Consultation**

- 8.1 All sections of the community should be involved in the development of school accessibility plans where reasonably practicable.
- 8.2 The SEND coordinator will be consulted about very specific details of the provision.
- 8.3 All pupils with an Education, Health and Care Plan (formerly a statement of educational need) have an annual review where pupils and parents/carers are consulted about the provision offered and are able to contribute an evaluative commentary.
- 8.4 Parents/carers visits to schools prior to admission also helps us with our planning and information gathering.

#### **9.0 Management, coordination and implementation**

- 9.1 The coordination of our school plans will be led by the BDMAT Head of Support. The headteacher is responsible for its implementation.

#### **10.0 Accessing plans**

- 10.1 Hard copies of each school's accessibility plan will be available upon request within ten working days and a copy made available on the school website.
- 10.2 BDMAT's Complaints procedure can be utilised for complaints regarding each schools' accessibility plan and implementation.
- 10.3 The Plan will be monitored by the BDMAT Head of School Support. The Plan may also be monitored by Ofsted as part of their inspection cycle.
- 10.4 We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform

attitudes on this matter. Governors or school staff who feel that they have a training need should initially contact their headteacher who will signpost them to training; headteachers should contact the CEO for any training needs that they have or when they cannot access training for their staff / governors.

## **11.0 Impact Assessment**

11.1 Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents. The main mechanism by which schools will assess the impact of the current policies will be via examining:

- the issues identified through the involvement of disabled pupils, staff and parents; and
- the information that is held regarding disabled pupils, staff and parents.

11.2 During the lifetime of each school's scheme there will be regular assessment of the impact on disabled people of the current policies. Disabled people will be involved in prioritising needs. Impact assessment will be incorporated into the planned review and revision of existing policies and into the process of developing new policies.