

BPET Schools - Disability Access Plan

2023-2026

Overall Aim

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improve the provision to disabled pupils of information of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from as planning consent or listed building/conservation area status.

This plan covers a three-year period. It is reviewed annually by the school and monitored BPET's Regulations and Compliance Audits.

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Theme/ Target/ Objective	Actions	Leading	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation/sign off & who by
Enabling Participation in the School's Curriculum for All	<ul style="list-style-type: none"> ● Train staff on differentiation ● Use Arbor to improve access of teachers to information ● Provision of aids to assist visual or auditory impairment ● Review ICT resources in line with needs of annual cohorts ● Ensure consideration given to SEND in all internal and external testing 						

	<ul style="list-style-type: none"> ●Monitoring of SEND progress within progression meetings as a specific cohort 						
Improving the Physical Environment	<ul style="list-style-type: none"> ●The décor may be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy. ●Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? ●Check lighting of areas where access is needed ●Ensuring Class displays are accessible to all pupils 						
Accessibility of Information	<ul style="list-style-type: none"> ●Using public areas of school to display notices in large font ●Ensuring all signage is sufficiently clear, with visual cues ●Policies available electronically so that user can adapt to their needs ●Including Audio information on school websites to support visually impaired ●Enabling compatibility on websites 						