



## **Benedict Biscop CE Academy Accessibility Plan**

**Date: May 2023**

**Review Date: May 2026**

### **Accessibility Plan**

Northern Lights Learning Trust (NLLT) is committed to providing an accessible environment which values and includes all students, staff, parents/carers and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs.

As a school, Benedict Biscop CE Academy is likewise committed to challenging negative attitudes to disability and accessibility, and to developing a culture of awareness, tolerance, and inclusion.

We actively seek to provide premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for every student, irrespective of special need or disability.

This plan operates alongside the school's SEND policy, is consistent with it in terms of principles, and approaches to resourcing.

The following Accessibility Plan has been produced using guidance from the Equality Act 2010, in order to ensure that NLLT does not discriminate against any student in the way it provides education for the student (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

The school will actively seek to improve access to services in the ways set out below. The plan will be monitored annually and updated to take account of key improvements made, future resource availability and changing needs in the target areas.

#### Future areas for development from accessibility audit:

Accessibility of curriculum	<ul style="list-style-type: none"><li>• Consider co-producing of policies with children and families</li><li>• Allow children from all protected groups to be involved with recruitment of staff</li></ul>
Accessibility of information	<ul style="list-style-type: none"><li>• Signposting information for families who do not have access to the internet e.g. local libraries</li><li>• Designated person/point of contact for disabled/EAL/disadvantaged etc parents as well as pupils</li><li>• Increase information for parents and carers with EAL (especially Panjabi)</li><li>• Introduce positive role models through the personal development curriculum</li></ul>
Accessibility of premises	<ul style="list-style-type: none"><li>• Ensuring disabled facilities not used for storage/other purposes</li><li>• Visual information around school to support low levels of literacy/visual impairment e.g. symbols</li></ul>

## Current Good Practice

As part of transition procedures, we aim to clarify disability or health conditions through early communications with parents/carers, previous educational establishments and, where possible, students. Data is constantly reviewed with parents/carers of students on roll to ensure information is accurate and needs being are addressed.

## Physical Environment

All students are given the opportunity to participate in a range of activities, these are adapted to meet the needs of children and families through reasonable adjustments.. Some aspects of extra-curricular activities may present particular challenges - for example: attending after-school clubs for students with physical impairments, school trips for students with medical needs. Adjustments are made to remove barriers to all children.

## Curriculum

Reasonable adjustments can be made to allow access to the curriculum for students with a disability. This may require, for example, additional practical aids, including access to IT. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the students, parents/carers and the relevant teams supporting the student.

## Information

As the majority of information is directed home via email or letter, it may be necessary that different forms of communication are made available to enable all SEND students and their parents/carers to access the information in a format appropriate to them. This will be discussed with all parties involved. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled students, parents/carers and staff.

**Benedict Biscop CE Academy Accessibility Audit**

Feature	Description	Action Required	Person Responsible
Number of Storeys	The school is of single storey design and there are no areas that are accessed solely via stairs.	No action required	N/a
Lifts	There are no passenger lifts in the school.	No action required	N/a
Corridor Access	<p>Corridor access around the school is wide enough to accommodate wheelchair access.</p> <p>There are fire extinguishers on the wall's but they do not impede access.</p> <p>Corridors are generally free of furniture and obstructions.</p> <p>There are no blind corners that would cause access issues.</p> <p>KS1 &amp; 2 have corridors which double up as cloakrooms – however – these are wide enough to accommodate coats etc...There are some occasions where coats and bags could cause access issues but these are few as monitored closely by staff.</p> <p>Most of the walls are magnolia in colour whilst the flooring is a mix of vinyl and carpet tiles. There is a difference in the colour between the two however the vinyl in certain areas is blue with slightly less differentiation BUT this is not something that we consider to be an issue.</p> <p>Both natural and artificial light available. Those rooms without natural light are deemed to have suitable artificial lighting (these are LED lights which have been recently installed – last 2 to 3 yrs).</p>	<p>No action required</p> <p>Suggestion: there are several classrooms where the exits into the school yard/emergency exits are stepped and not suitable for wheelchairs or those with limited mobility. We currently have no staff or children on roll with permanent mobility issues but this should be reviewed regularly.</p>	Headteacher / Governing Body

	<p>Suitable signposting of emergency routes and exits is in place.</p> <p>There is non slip flooring in the school and floor surfaces are such to allow easy movement around school for wheelchair access. Note.</p>		
Car Park & Parking Bays	<p>The carpark was recently enlarged and remarked to allow space for more cars and a designated drop off zone for children. This includes designated spaces for electric cars and disabled badge holders.</p> <p>There are two accessibility bays which are clearly marked. The accessible parking is within 50m of the school entrance.</p> <p>There is no offsite parking available other than the main road which is a hazard.</p> <p>There are dedicated crossing points from car bays and a dedicated walkway around the carpark when on foot to avoid traffic. There are dropped curbs to ensure step free access from carpark to the school building.</p>		Headteacher / Governing Body
Routes and pathways	<p>The route from the car park to school office is signposted.</p> <p>Ramp access is available from the car park to the office path.</p> <p>Other access points (pathways) to the school are all one level.</p> <p>Walkways are kept free of snow, ice and falling leaves. This is linked to school's winter gritting policy and actions to maintain clear paths.</p> <p>Pathways are deemed wide enough to accommodate wheelchair use = 1.5mtr.</p> <p>Routes are free from obstruction &amp; whilst</p>	<p>For safety reasons, pupils do not access staff car park unless this is supervised. During designated drop off time (8.45-8.55AM) a staff member is at the gate and ensures pupils leave car in designated area and enter immediately through the gate. No parents are allowed to use this gate.</p>	

	<p>there are bins around the site these are deemed as safe and not causing obstruction.</p> <p>Routes are gently sloping.</p> <p>Lighting around the site is deemed suitable.</p>		
Entrances	<p>Access to the school is via 4 x external pedestrian gates and if in a vehicle, through the car park.</p> <p>The pedestrian gates lead to the main reception, EYFS entrance, and playground areas.</p> <p>The main school entrance/reception has ramp access.</p> <p>All of the main entrances have ramp access.</p> <p>Stepped areas are illuminated as per adequate lighting around the school.</p> <p>For wheelchair access to the reception we have an automated door at low level.</p> <p>To exit reception there is a low level push pad.</p> <p>There is CCTV coverage for key parts of the school incl reception.</p> <p>We consider that doors are suitably marked such that it is obvious when open and closed. Risk of someone walking into a closed door is low.</p>	<p>The majority of classroom external doors have a step and this would benefit from ramped access. However, there is access to the school via all main entrances which is ramped or step free.</p>	<p>Headteacher / Governing Body</p>
Internal doorways	<p>We consider that there is sufficient room for wheelchairs to pass through doors in the school.</p> <p>Doorways are deemed wide enough to</p>		

	<p>access in a wheelchair or with walking aid.</p> <p>All door handles are levered.</p> <p>No internal doors with automated or timed opening or closing.</p> <p>All doors have finger guards.</p> <p>Door mechanisms are checked regularly / Fire doors are planned to be numbered to aid checking process.</p>		
Ramps	The main school entrances have ramp access / Some classrooms that have access to the playground do not have ramp access / egress	As above	Headteacher / Governing Body
Toilets	<p>The school has 10 (8 accessible to children) toilet areas in total.</p> <p>Toileted areas have non-slip flooring and there is no toilet area with stepped entrance.</p> <p>Wash facilities are usable height for wheelchair users.</p> <p>Toilet doors are easily gripped and locked.</p> <p>Signage is in place to show gender allocation for toilet in KS2. In Key stage 1 and EYFS, toilets are gender neutral.</p> <p>There is handrail fitted in accessible toilet. The accessible toilet is deemed large enough to allow turning circle if needed.</p> <p>KS2 we have four areas (boy &amp; girls) – no accessibility aids.</p> <p>KS1 we have two areas (gender neutral) – no accessibility aids.</p>	Disabled toilet is available in EYFS, there is no designated disabled toilet for KS1/2 children.	Headteacher / Governing Body

	<p>Reception/nursery toilets (two areas – gender neutral) – no accessibility aids.</p> <p>Female staff toilets – no accessibility aids</p> <p>Designated accessible toilet – fitted with bars and accessibility supports and assistance alarm system – currently also used as male staff toilet.</p> <p>Public access toilets – no accessibility aids.</p> <p>1 x toilet in kitchen – no accessibility aids</p>		
Classroom/dining space/staff area layout	<p>Classrooms differ in size and space and linked to pupil numbers.</p> <p>Given the age and design of the building - where additional access would be needed this would be assessed and accommodated for.</p> <p>Fire exits and escape routes are checked as part of EVERY activity and kept clear of obstructions at all times.</p> <p>Firefighting equipment (extinguishers / blankets) are signposted and readily available about site.</p> <p>Tables are generally accessible to wheel chair users – again where the need arises suitable adjustments would be made.</p> <p>Are all areas for staff are fully accessible and we have Lever action taps &amp; Non-slip floors.</p>		
Internal Signage	The school has the required level of fire related signage.	The school would benefit from signage indicating location of accessibility toilets and door signage in brail (albeit we do not presently have staff or students with severe sight impairment).	Headteacher / Governing Body
External Signage	There is directional signage from the	The school would benefit from directional	Headteacher /

	entrance road to the staff car park.	signage round the car park.  In addition, a review of signage showing accessibility access to the school reception.	Governing Body
Emergency Escape	<p>The school has the required signage (internal and external) detailing emergency escape routes.</p> <p>Both audio and visual (flashing lights) operate in the school.</p> <p>Most fire exists are accessible to wheelchair users however we do have several classrooms with rear fire exits to yard where there is stepped egress only. These have been assessed by H&amp;S audit.</p> <p>Visitors are not presently briefed on fire procedures BUT are generally escorted around the site by a suitably briefed member of staff.</p> <p>No designated refuge point exits in the school as we are one level.</p> <p>All fire equipment is serviced and checked regularly – in line with statutory requirements.</p>	<p>Recommend that all exists are ramped to allow ease of egress to wheelchair users.</p> <p>Risk Assessments should be in place to support those students/staff with accessibility needs. This will support the above point whilst no additional ramp access in place.</p> <p>Recommend that the school issues all visitors with a card / gets all visitors to read a card - that informs them of the emergency escape procedures &amp; visitor assembly point.</p> <p>Recommend that information is put in a format so it can be easily shared in other formats for visual impaired or EAL/BSL?</p>	N/a
Lighting	The school has adequate lighting in place – including for those people with visual impairment or affected by sensory overload	No action required	N/a
Equality	<p>No designated prayer room at this time but there is space for a dedicate prayer room if needed. However, the school does have a dedicated spiritual space which could also be used for prayer purposes.</p> <p>The school has a anti bullying and hate crime policy and reporting process.</p>	Recommend that the school considers display of diversity posters etc...	
Access to IT Equipment	Most classes across school have 1:1 access to IPADs to support learning. These support accessibility for most pupils.		Headteacher / Governing Body

Support for Hearing Impaired	<p>A hearing loop is installed in the main hall.</p> <p>A hearing friendly audit has been carried out with support from children's sensory team and actions from this were carried out.</p> <p>Whole staff training in deaf awareness and simple sign supported English in 2020.</p>		Headteacher / Governing Body
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