



BRICKFIELDS
Multi Academy Trust

The Brickfields Trust

Accessibility Plan

Certified as reviewed by the Local Governing Committee: Autumn 2022

Next review date: Autumn 2025

This plan will remain under review throughout the period Autumn 2022 to Autumn 2025.

The Brickfields Multi Academy Trust is a company registered in England and Wales. Company Number: 10538130

Contents

1. Relationship to other policies	2
2. Aims.....	2
3. Trust Vision Statement.....	2
4. Legislation and guidance	3
5. Action Plan.....	4
Appendix 1: Accessibility audit.....	6

1. Relationships to other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs & disabilities (SEND) information report & policy
- Children medical conditions policy

2. Aims

It is a requirement of the Equality Act 2010 for all schools to have an accessibility plan. The purpose of this plan is to:

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

The Brickfields Multi Academy Trust and all member schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

3. Trust Vision Statement

Our Ethos

The Brickfields Multi Academy Trust works in partnership with staff, families and the wider community to develop resilient, curious and confident children who enjoy and are passionate about learning and capable of independent thought. We are committed to providing a safe, inspiring and fully inclusive environment, where children are engaged and have high expectations of themselves and others. We relentlessly strive for improvement and excellence for all, empowering our children to become self-assured and enthusiastic, life-long learners who make a positive contribution to society both now and in the future.

Our Values

- Honesty
- Excellence
- Respect
- Aspiration

This plan is available online on the school website, and paper copies are available upon request.

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

The school works in partnerships with the following external agencies to develop and implement the plan.

- *Local Authority*
- *NHS/Provide*
- *Family Solutions*
- *Social Care*
- *Specialist Teacher Team*
- *EWHMS*
- *Educational Psychologists*
- *Essex Police*

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

We have included a range of stakeholders in the development of this accessibility plan, including: staff, governors and trustees.

3. Legislation and guidance

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](#).

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.

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.

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.

This policy complies with our funding agreement and articles of association.

4. 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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure equal access to the curriculum for pupils with a disability	<p><i>Our schools offer a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources and assemblies include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Continue to ensure the curriculum is tailored to meet the needs of current pupils</p> <p>Evaluate day visits and residential trips in the light of our pupils at the time.</p> <p>Ensure clear and regular consultation with parents and pupils to assess and review effectiveness</p>	<p>Review needs of pupils at termly standards meetings (half-termly for Y2 & Y6)</p> <p>Use of EVOLVE risk assessment planning for all offsite trips to identify suitability and adaptations required to meet needs of specific pupils</p> <p>Additional time allowance at Autumn/Spring Target Sharing Meetings to review One Plan/ provision currently in</p>	<p>SENCo/Inclusion Manager Class Teachers</p> <p>SLT & Class Teachers</p> <p>SENCo/Class Teachers</p>	<p>Ongoing</p> <p>Throughout school year</p> <p>Termly</p>	<p>All pupils have full access to a varied and engaging curriculum</p> <p>All trips and visits are fully inclusive and accessible</p> <p>Families are given regular opportunities to contribute to and evaluate provision</p>

		of current provision	place			
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators ((LM ONLY)</i> • <i>EVAC Chairs (LM ONLY)</i> • <i>Corridor width</i> • <i>Classroom door width</i> • <i>Disabled parking bays (LM ONLY)</i> • <i>Exit buttons at wheelchair height (KR ONLY)</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Regular/inspection & review of physical environment</p> <p>To provide disabled parking at all sites</p>	<p>Review accessibility requirements of pupils on entry to the school'</p> <p>Termly H & S walks to assess current physical environment, including accessibility</p> <p>Annual audit of physical environment</p> <p>Special equipment to be serviced at least annually</p>	<p>SENCO/LMT</p> <p>LMT & Site Manager</p> <p>CEO/H&S Trustee & Site Manager</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Termly</p> <p>Annually</p> <p>As appropriate</p>	<p>Physical environment meets statutory regulations and needs of pupils/parents /visitors with disability are catered for</p> <p>Specialist equipment is in full working order</p>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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