



Accessibility Action Plan 2026 – 2029

Aims

Benjamin Britten Academy of Music & Mathematics are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

The school's aim is to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind

The school's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for students and prospective students, with a disability.

Principles

- Compliance with the Disability Discrimination Act (DDA), the school's Equality Information and Objectives Statement and the operation of the school's SEND policy
- The school recognise their duty under the DDA
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - To publish an Accessibility Action Plan
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);
- The school recognises and values parents' knowledge of the student's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and student's right to confidentiality;
- The school will provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

The plan will be made available online on the school website, and paper copies are available on request

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

The school supports any available partnerships to develop and implement the plan.

The school complaints procedures covers the accessibility plan.

If you have any concerns relating to the accessibility in the school, the complaints procedure sets out the process for raising concerns.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10> and the Department for Education (DfE) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf guidance for schools on the Equality Act 2010

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities

Under the Special Educational Needs and Disability (SEND) Code of Practice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf, '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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the Hartismere Family of School's funding agreement and articles of association.

Monitoring Arrangements

These documents will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with Other Policies

The accessibility action plan is linked to the following school policies and documents:

- Health & Safety Policy
- Equality Information and Objectives Statement
- Special Educational Needs (SEN) information report
- SEND Policy
- Supporting pupils with medical conditions at school

Reviewed February 2026	Access to the Curriculum	Progress/Actions
	Consider appointment or training of staff in Sign Language	BSL to be considered during interview processes for future appointments. May be required for future students. The school offer a weekly BSL Club for staff and pupils to attend. Two staff currently BSL trained SENDCo and a Pastoral Lead
	All staff are trained to at least Level 1 Safeguarding	There is a rolling program of training in place for all staff. Pastoral Leads are all DSL trained along with all relevant safeguarding leads (e.g. SENDCo)

Medical care and tailored support for students with diabetes	Year teams undertake regular meetings with Diabetic Nurse and parents of students who are diabetic. Students with diabetic pumps have access to our first aid area and first aid staff.
Medical care and tailored support for students with Cerebral Palsy	Depending on the severity of the condition, students may require a walking frame or wheelchair manual/electronic (these items are not supplied by the school). Designated areas near school offices agreed by staff for storage of mobility equipment when not in use. All areas within the main school site are on one level with fully accessible entrances. The Foxborough building has an accessible front entrance and lift for access to the first floor (no key required). Students leave classes earlier to facilitate ease of movement around the corridors.
Purchase resources for EAL students, provide additional support if required	Individual support put in place as required. EAL support courses available for staff when required.
Dictation and immersive reader function through Microsoft Word is available for those who have severe issues with typing and reading.	Programme and can be accessed as and when required. Available in training through Learning Support Department.
Use of laptops in lessons for those with significant writing difficulties or in the case of injury.	Learning Support has a stock of laptops for such occasions. Upper and Lower School offices also have laptops available. These are being replaced on a rolling programme.
Practical resources such as sit and move cushions, writing slopes, fiddle toys etc. for those with diagnosed needs.	SENCo works with outside agencies and parents to assess who may benefit from resources on a student by student basis.
Encourage whole school use of accessible writing fonts: Sassoon, Ariel, Verdana for worksheets etc.	School's standard font Ariel (12) for all communication

	ACE dictionaries available for those dyslexic students who benefit from them.	Specific pupils given own copy of an ACE dictionary as appropriate.
	Enlargement of text and other adaptations for those with visual impairments actioned upon the recommendations of the Visual Impairment SES team.	Teachers are aware of those in their classes that might have these needs and adapt resources appropriately working on information from the SENCo. Specialist teacher recommendations passed on through SENDIPs.
	Adaptations for those with Hearing Impairments actioned on the recommendations from the Teacher of the Deaf.	Teachers are aware of those in their classes that might have these needs and adapt resources appropriately working on information from the SENCo. Specialist teacher recommendations passed on through SENDIPs.
	Visual stress resources (Meares Irlen Syndrome or Scotopic Sensitivity). Overlays, coloured books and paper. Monitor overlays.	SENCo organises visual stress testing by a trained LSA who organises resources and training for the pupils to use it. Not a visual issue, it is a processing issue.
	Special Educational Needs and Disabilities Individual Profile (SENDIP).	All students with identified SEND have a SEND individual profile available on the school management system. This document is personalised to each student with suggested strategies for staff to use along with additional information. These are reviewed and updated as and when necessary with input from SENDCo, staff, parents and the student themselves.
	All resources, equipment and training are provided at a cost to the school from Designated Schools Grant	

Reviewed February 2026	Access to Environment	Progress/Actions
	<p>Consider effectiveness of outside lighting – Car Parks</p> <p>Alternative seating/resources for students with any physical difficulty</p> <p>Touch pad access to be considered for Department corridor double doors</p> <p>Automatic External Entrances</p> <p>Evac Chair installed in Foxborough building</p> <p>Disabled toilet facilities available</p> <p>Wheelchair Users</p>	<p>Replacement LED lighting required for Main Site Staff car park all other car parks have been replaced with LED - Front Crescent requires LED lighting</p> <p>Stools with backs purchased by the school for students in Science, Art and Technology</p> <p>Currently no doors are operated by touch pads. Quotes to be sought for budgeting purposes with approval of Headteachers when budget allows</p> <p>Currently the school have no automatic doors on the main site, all entrances are accessible however, students/staff may need some assistance to open the doors. ACTION POINT – look at automatic doors for Reception, Double Door (front entrance Main Site), Sports Hall and one set of double doors each side of the Atrium.</p> <p>Evac Chair situated in first floor staff room of Foxborough building. Refresher training for staff is required, and options are currently being explored. Feb 2026</p> <p>Disabled toilet facilities are available for students, staff and visitors to school – 2 x Main Site (Front Entrance and Science Area) and 2 x Foxborough building (Ground floor - Front Entrance and first floor landing)</p>

		<p>Students/Staff will need to access classrooms from the inside corridors. Uneven outside pathways to be re-surfaced as and when school budget allows. Private changing facilities are available in Foxborough Building.</p> <p>All equipment sourced and purchased at a cost to the school. Capital works funded through Devolved Formula Capital or Condition Improvement Fund allocations</p>
Reviewed February 2026	Access to Information	Progress/Actions
	<p>MCAS available through Bromcom management system</p> <p>Google Classroom allows for all lessons to be available live - accessed on line</p> <p>Hearing Loop available at Reception</p> <p>Prospectus and Options information available in large print or available as a taped commentary? Taped versions of letters/reports available?</p> <p>Encourage whole school use of accessible writing fonts for all school communication</p>	<p>Allows parents direct access to specific data via an App on their mobile phone, Reports, Online payments etc. via confidential login</p> <p>All subjects</p> <p>To be installed</p> <p>Large print versions of all school published documentation is available on request. Taped versions to be considered as an option.</p> <p>School's standard font Ariel (12) for all communication</p> <p>All resources supplied at a cost to the school via Designated Schools Grant</p>