



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

BMAT SINGLE EQUALITY SCHEME **& ACCESSIBILITY ACTION PLANS**

Approving Body	Trust
Date of Last Review	March 2018
To be Reviewed	March 2021
Statutory (Y/N)	Y
Signed/Authorised	

I. INTRODUCTION – PURPOSE AND SCOPE

1. BMAT provides an education to its students employs a large number of staff and provides services to the wider community (e.g. facilities hire).
2. This Scheme aims serves as an overarching action plan, to:
 - a. Ensure that, in all of its capacities (as above), BMAT promotes equality such that no group or individual feels excluded or incapable of fulfilling their potential;
 - b. Eliminate discrimination, harassment and victimisation against individuals from the protected characteristic groups, as defined in the Equality Act 2010; and against individuals from lower socio-economic backgrounds (e.g. students in receipt of Free School Meals).
 - c. Advance equality of opportunity and foster relationships between people who share a protected characteristic and those who do not.
 - d. Support BMAT's inclusive vision, which inspires all to improve and maximise their progress.
3. This Scheme will be formally reviewed after three years, and more frequently if necessary. In developing this Scheme, due regard has been paid to the following legislation and guidance:
 - a. Equal Pay Act 1970;
 - b. Sex Discrimination Act 1970;
 - c. Race Relations Act 1976, as amended in 2000;
 - d. Disability Discrimination Act 1995, as amended in 2005;
 - e. Human Rights Act 1998;
 - f. Sex Discrimination Act (gender reassignment regulations) 1999;
 - g. The Employment Equality Act (religion or belief) 2003;
 - h. The Employment Equality (sexual orientation) 2004;
 - i. Equality Act 2006;
 - j. Education and Inspection Act (Duty to Promote Community Cohesion) 2007;
 - k. SEN and Disability Act 2001.

II. FULFILLING OUR DUTIES

4. Under the Equality Duty for public bodies, BMAT and its constituent schools have a responsibility to:
 - a. Eliminate unlawful discrimination;
 - b. Advance equality of opportunity; and

c. Foster good relations between people who share a protected characteristic and those who do not.

5. The 2006 Disability Equality Duty goes further than the other duties in ensuring that public bodies take account of people’s disabilities, even where that involves treating people more favourably.

<u>Race Equality</u>	<u>Disability Equality</u>	<u>Gender Equality</u>	<u>Age, sexuality, religion and belief</u>
<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Promote equality of opportunity • Promote good relations between people of different racial groups. 	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Promote equality of opportunity • Promote positive attitudes towards disabled people • Eliminate disability- related harassment • Encourage participation by disabled people in public life • Take steps to take account of disabled peoples’ disabilities, even where that involves treating disabled people more favourably than other people. 	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Promote equality of opportunity between men and women, girls and boys. • Trans people are explicitly covered by the gender equality duty. ‘Trans’ refers to a range of people who do not identify as the sex they were assigned at birth. 	<ul style="list-style-type: none"> • Eliminate unlawful discrimination. • Promote equality of opportunity • Promote good relations between people of different ages, sexuality, religion and/or belief.

6. Accessibility (See Appendix A): Under specific disability legislation in relation to disabled pupils and accessibility, BMAT must plan strategically over time to:
- a. Increase access to the curriculum;
 - b. Make improvements to the physical environment of the school to increase access;
 - c. Make written information accessible to pupils in a range of different ways.
7. In developing and implementing this Scheme, BMAT monitors and reviews:

<u>As an education provider</u>	<u>As an employer</u>	<u>As a service provider</u>
<ul style="list-style-type: none"> • The achievement and attainment of different student groups against National expectations and the variation of these groups. • The sanctions and rewards received by different student groups and the variations between these groups. • Attendance for all groups of learners. • Bullying Incidents. • Feedback from students, parents or carers, teachers and relevant external visitors (e.g. OFSTED). 	<ul style="list-style-type: none"> • Applications for employment. • Staff recruitment, retention and professional development. • Staff profile. • Governing body profile. • Attendance at staff training events. • Staff appraisals/performance management. 	<ul style="list-style-type: none"> • The number of facilities that are hired throughout the year. • Who facilities are provided to and if they are part of any vulnerable/minority group.

III. ROLES AND RESPONSIBILITIES

8. To ensure that BMAT and its constituent schools comply with statutory requirements of equalities legislation, the BMAT Board of Trustees and Local Governing Bodies have set out their commitment to equal opportunities in this Scheme, and delegated responsibility to the following individuals or groups.

9. The BMAT Trust Executive (including School Principals) will monitor and review this scheme by:

- a. Ensuring BMAT employment practice is legal and fair to all;
- b. Analysing the examination performance for all groups of learners;
- c. Analysing attendance and exclusion data for all groups of learners;
- d. Analysing the achievement and participation in extra-curricular activities and attendance at school for all groups of learners;
- e. Analysing the views of parents and other community groups who use the school facilities
- f. Analysing the improvements made to BMAT's physical environment and the extent to which this increases access for all groups in the wider community;
- g. Celebrating what we have achieved in relation to promoting equal opportunity.

10. BMAT Senior Leadership Teams will:

- a. Coordinate day-to-day responsibility for the implementation of this Scheme ensuring equality within each remit and equality of academic outcomes for different student groups.
- b. Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

11. BMAT Teaching Staff will:

- a. Promote an inclusive and collaborative ethos in BMAT's constituent schools, in accordance with our ethos and values, enabling students to access learning and maximise their progress.
- b. Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment.
- c. Ensure appropriate support for children with additional needs.
- d. Maintain strong awareness of equalities issues.

12. BMAT students will:

- a. Treat each other with respect;
- b. Value diversity;
- c. Speak out if they witness or are subject to any inappropriate language or behaviour.

APPENDIX A – SINGLE EQUALITY SCHEME ACTION PLAN - BMAT

<u>Target</u>	<u>Actions</u>	<u>Responsibility</u>	<u>Evidence</u>
All staff are aware of this scheme and their responsibilities within it.	<ul style="list-style-type: none"> • Staff induction training. • Staff team meetings. • Publication of Scheme. • Appraisal process. 	<ul style="list-style-type: none"> • Trust Executive • SLT • NELTA • Curriculum leaders • Managers • All staff 	<ul style="list-style-type: none"> • Lesson observations • Staff training/induction records • Student attainment data
All students meet their targets with no significant attainment gaps between groups.	<ul style="list-style-type: none"> • Termly monitoring of progress • Parents' evenings and ad hoc meetings when needed. 	<ul style="list-style-type: none"> • SLT • Curriculum leaders • DAPS 	<ul style="list-style-type: none"> • Lesson observations • Student attainment data and progress tracking • Intervention plans
All students maintain good attendance with no significant variation between groups.	<ul style="list-style-type: none"> • Attendance monitoring and interventions. 	<ul style="list-style-type: none"> • SLT • Form tutors • DAPs and DDAPs • EWASS 	<ul style="list-style-type: none"> • Attendance reports • Attendance certificates • Intervention plans (e.g. report cards)

Students with additional or special needs make progress in line with expectation.	<ul style="list-style-type: none"> • Termly monitoring of progress • Differentiated interventions 	<ul style="list-style-type: none"> • SLT • SENco • All teaching staff • PACE DDAP (BHS) 	<ul style="list-style-type: none"> • Student attainment data and progress tracking • Intervention plans
Students from widening participation backgrounds (e.g. FSM) make progress in line with expectation.	<ul style="list-style-type: none"> • Financial support (e.g. assistance with uniform, extra-curricular activities) • Termly monitoring of progress 	<ul style="list-style-type: none"> • SLT • DAPs and DDAPs (BHS) • HOY (TFA) • All teaching staff 	<ul style="list-style-type: none"> • Student attainment data and progress tracking • Intervention plans
Disabled students are supported to ensure they access a full range of curricular and extra-curricular activities.	<ul style="list-style-type: none"> • Identify barriers • Accessibility Action Plan developed and reviewed (Appendix B) 	<ul style="list-style-type: none"> • Trust Executive for policy development • All staff for implementation 	<ul style="list-style-type: none"> • Student attainment data and progress tracking • Intervention plans
More students, particularly male students, are involved with arts based activities.	<ul style="list-style-type: none"> • Extra-curricular art based activities 	<ul style="list-style-type: none"> • Designated staff (e.g. music department) 	<ul style="list-style-type: none"> • Records of involvement in extra-curricular activities.

<p>Students value diversity.</p>	<ul style="list-style-type: none"> • Promote and celebrate diversity, in and beyond lessons. • Tackle and sanction poor attitudes towards diversity. 	<ul style="list-style-type: none"> • SLT for leadership • All staff 	<ul style="list-style-type: none"> • Bullying/incident records and reports • Assemblies, student voice
<p>Access is maximised for all users and does not discriminate unfairly.</p>	<ul style="list-style-type: none"> • Accessibility Action Plan (Appendix B) 	<ul style="list-style-type: none"> • Trust Executive for policy development • All staff for implementation 	

APPENDIX B – ACCESSIBILITY ACTION PLAN - Beal High School

1. Under the Equality Act 2010, schools are required to have an accessibility plan. This Accessibility Plan is guided by the principles and procedures in the BMAT Single Equality Scheme and has the following aims:
 - a. To increase the extent to which disabled students can participate in the curriculum;
 - b. To improve the environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
 - c. To improve the availability of accessible information to disabled students;
 - d. To ensure that BMAT staff understand disability issues as part of their understanding of and training in equality issues.
2. All BMAT staff have responsibility for implementing this policy and thereby contributing to equal opportunities and access for disabled students.
3. 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.
 - a. 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'.
 - b. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
4. 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.

Aim	Current good practice	Objectives	Person(s) responsible	Deadline	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum is subject to ongoing review to ensure it meets the needs of all students.</p> <p>A differentiated curriculum and tailored resources are offered for students who require support to access the curriculum</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>Enable staff to increase their understanding of the needs of disabled pupils, differentiating the curriculum and using assistive equipment.</p> <p>Sharing and using good practice (e.g. essential training, inclusive learning week</p>	<ul style="list-style-type: none"> • SLT • NELTA • Subject leaders • SENco 	<p>Annually/as needed</p>	<ul style="list-style-type: none"> • Flexible approach to disabled pupils and increase in access to the National Curriculum. • Success of disabled pupils in lessons and exams.

<p>Improve and maintain access to the physical environment</p>	<p>New buildings were specifically designed to meet the needs of all students (e.g. corridor width, disabled toilets, electric doors).</p> <p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Classrooms to be fully audited to ensure maximum access and optimised learning environment for disabled students.</p>	<p>SLT Operations team</p>	<p>2019</p> <p>Long-term</p>	<p>Recommendations made for improving access in 'old' buildings: issues of poor access identified, with recommendations for improved access, including any cost implications, however small (e.g. audio visual equipment, furniture, prescribed room layout).</p> <p>All classrooms to be fully accessible and developed to meet the needs of all disabled students.</p>
<p>Improve the delivery of information to</p>	<p>BMAT uses a range of communication methods to</p>	<p>Ensure consistency across departments via learning walks,</p>	<ul style="list-style-type: none"> • SLT • Curriculum leaders 	<p>Termly student progress reviews.</p>	<ul style="list-style-type: none"> • Improved access for all students.

<p>pupils with a disability</p>	<p>ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Availability of written material in alternative formats (e.g. in appropriate colours for dyslexic students). • Large print resources. • Pictorial or symbolic representations • Differentiated tasks. 	<p>reminder emails/training and department reviews/audits.</p> <p>Ensure learner passports are created, communicated and implemented for all disabled students</p>	<ul style="list-style-type: none"> • SENco • All teaching staff 	<p>Annual department reviews/as needed.</p>	<ul style="list-style-type: none"> • Improved performance of disabled students in class activities and exams. • All disabled students performing in accordance with targets.
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APPENDIX B – ACCESSIBILITY ACTION PLAN - The Forest Academy

Under the Equality Act 2010, schools are required to have an accessibility plan. This Accessibility Plan is guided by the principles and procedures in the BMAT Single Equality Scheme and has the following aims:

- a. To increase the extent to which disabled students can participate in the curriculum;
 - b. To improve the environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
 - c. To improve the availability of accessible information to disabled students;
 - d. To ensure that BMAT staff understand disability issues as part of their understanding of and training in equality issues.
5. All BMAT staff have responsibility for implementing this policy and thereby contributing to equal opportunities and access for disabled students.
6. 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.
- a. 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’.
 - b. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
7. 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.

Aim	Current good practice	Objectives	Person(s) responsible	Deadline	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum is subject to on-going review to ensure it meets the needs of all students.</p> <p>A differentiated curriculum and tailored resources are offered for students who require support to access the curriculum</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>Enable staff to increase their understanding of the needs of disabled pupils, differentiating the curriculum and using assistive equipment.</p> <p>Share good practice (e.g. annual award for most creative departmental and</p>	<ul style="list-style-type: none"> • SLT • NELTA • Subject leaders • SENco 	<p>Annually/as needed</p>	<ul style="list-style-type: none"> • Flexible approach to disabled pupils and increase in access to the National Curriculum. • Success of disabled pupils in lessons and exams.

		individual differentiation strategy).			
Improve and maintain access to the physical environment	<p>New buildings were specifically designed to meet the needs of all students (e.g. corridor width, disabled toilets, electric doors).</p> <p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	Classrooms to be fully audited to ensure maximum access and optimised learning environment for disabled students.	Principal	2019	<p>Recommendations made for improving access in 'old' buildings: issues of poor access identified, with recommendations for improved access, including any cost implications, however small (e.g. audio visual equipment, furniture, prescribed room layout).</p> <p>All classrooms to be fully accessible and developed to meet the needs of all disabled students.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>BMAT uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Availability of written material in alternative formats (e.g. in appropriate colours for dyslexic students). • Large print resources. • Pictorial or symbolic representations • Differentiated tasks. 	<p>Ensure consistency across departments via learning walks, reminder emails/training and department reviews/audits.</p> <p>Ensure learner passports are created, communicated and implemented for all disabled students</p>	<ul style="list-style-type: none"> • SLT • Curriculum leaders • SENco • All teaching staff 	<p>Termly student progress reviews.</p> <p>Annual department reviews/as needed.</p>	<ul style="list-style-type: none"> • Improved access for all students. • Improved performance of disabled students in class activities and exams. • All disabled students performing in accordance with targets.

APPENDIX B – ACCESSIBILITY ACTION PLAN – Beacon Business Innovation Hub

8. Under the Equality Act 2010, schools are required to have an accessibility plan. This Accessibility Plan is guided by the principles and procedures in the BMAT Single Equality Scheme and has the following aims:
 - a. To increase the extent to which disabled students can participate in the curriculum;
 - b. To improve the environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
 - c. To improve the availability of accessible information to disabled students;
 - d. To ensure that BMAT staff understand disability issues as part of their understanding of and training in equality issues.
9. All BMAT staff have responsibility for implementing this policy and thereby contributing to equal opportunities and access for disabled students.
10. 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.
 - a. 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'.
 - b. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
11. 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.

Aim	Current good practice	Objectives	Person(s) responsible	Deadline	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum is subject to ongoing review to ensure it meets the needs of all students.</p> <p>A differentiated curriculum and tailored resources are offered for students who require support to access the curriculum</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>Enable staff to increase their understanding of the needs of disabled pupils, differentiating the curriculum and using assistive equipment.</p> <p>Share good practice (e.g. annual award for most creative departmental and individual</p>	<ul style="list-style-type: none"> • SLT • NELTA • Subject leaders • SENco 	<p>Annually/as needed</p>	<ul style="list-style-type: none"> • Flexible approach to disabled pupils and increase in access to the National Curriculum. • Success of disabled pupils in lessons and exams.

		differentiation strategy).			
Improve and maintain access to the physical environment	<p>New buildings were specifically designed to meet the needs of all students (e.g. corridor width, disabled toilets, electric doors).</p> <p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	Classrooms to be fully audited to ensure maximum access and optimised learning environment for disabled students.		2019	<p>Recommendations made for improving access in 'old' buildings: issues of poor access identified, with recommendations for improved access, including any cost implications, however small (e.g. audio visual equipment, furniture, prescribed room layout).</p> <p>All classrooms to be fully accessible and developed to meet the needs of all disabled students.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>BMAT uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Availability of written material in alternative formats (e.g. in appropriate colours for dyslexic students). • Large print resources. • Pictorial or symbolic representations • Differentiated tasks • Use of ICT 	<p>Ensure consistency across departments via learning walks, reminder emails/training and department reviews/audits.</p> <p>Ensure learner passports are created, communicated and implemented for all disabled students</p>	<ul style="list-style-type: none"> • SLT • Curriculum leaders • SENco • All teaching staff 	<p>Termly student progress reviews.</p> <p>Annual department reviews/as needed.</p>	<ul style="list-style-type: none"> • Improved access for all students. • Improved performance of disabled students in class activities and exams. • All disabled students performing in accordance with targets.
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APPENDIX C - ACCESSIBILITY AUDIT – Beal High School

Feature	Description	Actions	Responsibility	Deadline
Number of storeys	<p>Main School - 3</p> <p>Lower Site - 3</p> <p>Geography – 2</p> <p>Sixth Form - 2</p> <p>BCS - 2</p> <p>Media - 1</p> <p>DT – 1</p> <p>Sports Hall - 1</p>			
Corridor access	<p>Main School</p> <p>Ground floor built on various levels accessible via stairs</p> <p>Lower Site</p> <p>All within regulations; built July 2014</p> <p>Geography</p> <p>Wheelchair access through playground</p>	<p>Main School -</p> <p>Lower Site – Maintain wheelchair access through playground</p> <p>Geography – Maintain wheelchair access through playground</p> <p>Sixth Form -</p> <p>BCS -</p>	Site Team	On-going

	<p>Sixth Form Step access from playground. Wheelchair access via ramp</p> <p>BCS Wheelchair access through playground</p> <p>Media Wheelchair access through playground</p> <p>DT Wheelchair access through playground</p> <p>Sports Hall Step access through playground</p>	<p>Media -</p> <p>DT -</p> <p>Sports Hall -</p>		
Lifts	<p>Main School – N/A</p> <p>Lower Site – 2; Wheelchair use + 1 passenger lift</p> <p>Geography – N/A</p> <p>Sixth Form – N/A</p> <p>BCS – N/A</p> <p>Media – N/A</p> <p>DT – N/A</p> <p>Sports Hall – N/A</p>	-		

<p>Parking bays</p>	<p>Main school/Geography/Sixth Form/BCS/Media/DT 106 including 1 disabled parking bay</p> <p>Lower Site 180 including 3 disabled bays</p>		<p>Principal</p>	<p>September 2019</p>
<p>Entrances</p>	<p>Main School 23 on various levels, mostly accessible via stairs. Corridors are narrow, Lower Site 12, all accessible by wheelchair users</p> <p>Geography Main entrance on ground level</p> <p>Sixth Form Main entrance accessible from ground level</p> <p>BCS Main entrance accessible from playground</p> <p>Media Main entrance on ground level</p> <p>DT Main entrance on ground level</p>	<p>Adjustment to be made when building works take place in line with legislative requirements</p>	<p>Principal</p>	<p>On going</p>

	<p>Sports Hall Via steps</p>			
Ramps	<p>Main School - None Lower Site – None required Geography – Main entrance on ground level Sixth Form - 1 BCS - 1 Media – None DT – a small curb at entrance Sports Hall - None</p>		Principal	September 2019
Toilets	<p>Main School 1 new disabled toilet in reception Lower Site 3 male and 3 female student toilets. 9 staff toilets. 6 wheelchair accessible toilets (unisex) Geography 1 male and one female staff toilet on first floor Sixth Form</p>			

	<p>2 male, 1 female, 1 disabled</p> <p>BCS</p> <p>1 male and 1 female disabled toilet. 1 male, 1 female staff toilet upstairs</p> <p>Media</p> <p>1 wheelchair accessible toilets (unisex)</p> <p>DT</p> <p>None</p> <p>Sports Hall</p> <p>None</p>			
<p>Reception area</p>	<p>Main School</p> <p>Fully accessible</p> <p>Lower Site</p> <p>Fully accessible as per regulations; built 2014</p> <p>Geography</p> <p>N/A</p> <p>Sixth Form</p> <p>Accessible from ground level</p> <p>BCS</p>			

	<p>Not fully accessible</p> <p>Media N/A</p> <p>DT N/A</p> <p>Sports Hall N/A</p>			
Internal signage	<p>Whole campus Appropriate colours and size font are used to ensure that VI students/staff/visitors can read signs</p>	Annual site check	SLT	On-going September each year
Emergency escape routes	<p>Whole campus Maps of site with emergency evacuation procedures displayed</p> <p>Emergency/fire exit signs are displayed</p>			

APPENDIX C - ACCESSIBILITY AUDIT – The Forest Academy

Feature	Description	Actions	Responsibility	Deadline
Number of storeys	<p><u>Main building 2</u></p> <p><u>Science and maths buildings 2</u></p> <p><u>MLF/Canteen 2</u></p> <p><u>PE block 2</u></p> <p><u>6th form block/IT 2</u></p>			
Corridor access	<p><u>Main building</u></p> <p>Step access from the main reception to room 2</p> <p>Wheelchair access through playground, Wheelchair access through playground</p> <p><u>Science and maths buildings</u></p>		SLT	On going

	<p>Areas at the bottom of both stairs are 'bottlenecks' which result in crowds at the end of lessons</p> <p><u>MLF/Canteen</u></p> <p>The areas at the bottom of both stairs on the 6th form building side can become a 'bottleneck' which result in crowds at the end of lessons</p> <p><u>PE block</u> Corridors are appropriate for the volume of students who access the gym and PE facilities at any one time for lessons</p>	<p>SLT to monitor student movement between classes and ensure that groups of students do not stop in areas where there are potential 'bottlenecks', break time and lunch supervisors to monitor during break and lunch</p> <p>SLT to monitor student movement between classes and ensure that groups of students do not stop in areas where there are potential 'bottlenecks', break time and lunch supervisors to monitor during break and lunch</p>		
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	<u>6th form block/IT</u> Corridors are appropriate for the volume of students who access the classrooms			
Lifts	<u>Main building – no lift</u> <u>Science and maths buildings - no lift</u> <u>MLF/Canteen – 1 lift</u> <u>PE – no lift</u> <u>IT and 6th form 1 lift in IT area</u>			
Parking bays	No identified disabled parking bays Parking space is available on request by the PE block, general access is through the main reception	Parking bays to be introduced when new markings are being made.	Principal	

<p>Entrances</p>	<p><u>Main building 6</u>, 3 are on the playground level, 1 ramp. 2 have steps to entrance doors</p> <p><u>6th form block/IT</u></p> <p>IT entrance, the entrance is appropriate for the number of students who use the classes at any one time.</p> <p>6th form entrance, the entrance is appropriate for the volume of students who use the rooms at any one time</p> <p><u>PE</u> - 1 entrance, the entrance is appropriate for the number of students who use the PE block for lessons at any one time</p> <p><u>Science and maths buildings</u></p> <p>2. Both entrances have steps either before the entrance doors or after. Handrails have been fitted by the science door to support access.</p>			
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Ramps	<p>Main building – 2</p> <p>Science and maths -</p> <p>MFL – Canteen Entrances are accessible from</p>			
Toilets	<p><u>Main building</u> - 1 male and 1 female disabled toilet</p> <p>1 male and female staff toilet up stairs</p> <p><u>MFL and Canteen</u> - Student toilets are open and bright. A disabled toilet is at the New North Road end of the building</p> <p><u>6th form block/IT</u> 2 disabled toilets near each entrance</p> <p>PE – 1 staff toilet, student toilets in changing rooms, no disabled toilets.</p>			

Reception area	<u>Main building</u>			
Internal signage	Appropriate colours and size font are used to ensure that VI students/staff/visitors can read signs			
Emergency escape routes	Maps of site with emergency evacuation procedures displayed Emergency/fire exit signs are displayed			

APPENDIX C - ACCESSIBILITY AUDIT – Beacon Business Innovation Hub

Feature	Description	Actions	Responsibility	Deadline
Number of storeys	Ground floor, middle floor, top floor. Most classrooms are on middle floors.			
Corridor access	Ground floor, middle floor, top floor. Most classrooms are on middle floors.	Ensure there is no barrier to access		
Lifts	1	Regular servicing Key kept in locker in reception	Beacon Campus Operations Manager	
Parking bays	Main school car park			
Entrances	Main school entrance Automated door to BBIH	Regular servicing		

Ramps	Not required		Principal	September 2019
Toilets	Toilets, including a disabled access one, on each floor. Additional disabled toilet on ground floor – changing room	Servicing of alarms		
Reception area	Ground floor – changing room On ground floor Access via automatic door			
Internal signage	In place			
Emergency escape routes	Maps of site with emergency evacuation procedures displayed Emergency/fire exit signs are displayed	Monitored monthly		