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BIG CREATIVE TRAINING  
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## **BCT Accessibility Plan**

### **Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by SMT. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

### **BCT Context**

BCT has 2 campus buildings with wide corridors and several access points from outside.

- Uplands House (UH)
- Digital Future (DF)



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At all sites

- There is a lift, which can accommodate a large wheelchair, maintained on a regular basis through a service agreement with Direct Lifts Ltd. Building management staff are trained in the operation of the lift when relevant with any such training reviewed annually or retraining provided if an incident arises.
- The common room / catering area is accessible on the ground floor.
- A ramped entrance with wide doors fitted is accessible for entrance to and exit from the reception lobby, offices and classrooms.
- The reception desk is at a height suitable to wheelchair users.
- There are disabled toilet facilities available fitted with a handrail and a pull emergency cord.
- Internal emergency signage and escape routes are clearly marked.
- There is a evacuation chair located in the lift lobby on the first floor for use in the event of an emergency as per PEEPs plans.

At UH on-site car parking for staff and visitors includes 1 dedicated disabled parking bay located at the front of the building.

### **Current good practice**

We collate information on all disabilities, health conditions or access needs during application and enrolment. Application forms will have a section dedicated to this. Any physically disabled learners and staff will have an Emergency Evacuation Plan referred in the BCT Fire Safety Evacuation Plan.

### **AIMS AND OBJECTIVES**

This plan details BCT's intentions to enable access for disabled students in terms of the buildings, the curriculum and information.

1) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will conform to the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).



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2) BCT is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The key objectives (in line with DfE guidance) are:

- to increase access for disabled students to the curriculum;
- to improve access to the physical environment of the school;
- to improve the delivery of written information to disabled students when appropriate.

PHYSICAL ACCESS		
AIM	STRATEGY	ACTIONS / TIMESCALES
To ensure BCT is aware of all areas of the premises where there are potential barriers to physical access. This will include indoor and outdoor facilities  To identify aspects of the school where	Physical access is audited as part of BCT access audit (appendix A) and use information to draw up an action plan to address any needs identified.	Physical access audit to be completed once additional works on the left have been completed.



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<p>there are particular barriers for pupils with Sensory impairment</p> <p>To identify areas which cannot be made physically accessible.</p>		
<p>To review regularly, and at least annually all areas of BCT to ensure no physical barriers to access for pupils with a range of disabilities.</p>	<p>Ensure that the premises take into account the accessibility of BCT as a whole and meets current accessibility standards outlined in the Equality Act 2010.</p>	<p>Ongoing collaboration with landlords, ESFA, technical advisors and contractors to ensure UH and DF meet statutory requirements.</p>
<b>CURRICULUM ACCESS</b>		
<p>To make all staff aware of the implications of the DDA and the range of identified disabilities</p> <p>To make staff aware of the National Curriculum Inclusion Statements i.e.</p> <ul style="list-style-type: none"> <li>📌 Setting suitable learning challenges</li> <li>📌 Responding to pupils' diverse learning needs</li> <li>📌 Overcoming potential barriers to learning and assessment for individuals</li> </ul>	<p>See App B audit of curriculum access</p>	<p>Staff awareness. Staff training takes place. Building Management / ALS teams to be trained during CPD during the 3 year course of this accessibility plan.</p>



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<p>and groups of pupils.</p> <ul style="list-style-type: none"><li>• To ensure all staff use these to inform differentiated planning and provision across the school.</li><li>• To make all staff aware of available specialist support.</li><li>• To carry out risk assessment of the 'wider curriculum' e.g clubs, school visits etc to ensure that disabled pupils can participate</li></ul>		
<p>To look at potential intake for following term/year to identify support needs</p>	<p>To liaise with feeder schools and interviews with new students and parents to take place to identify any barriers to access.</p>	<p>Interviews are ongoing. Needs identified and addressed as necessary.</p>
<p><b>ACCESS TO INFORMATION</b></p>		
<p>To identify any materials and events where access to information may need to be adapted in order to ensure that disabled pupils and/or parents have full access to</p>	<p>Refer to App C and create alternative means of communication as needs identified.</p> <p>To maintain above practice and review on</p>	<p>All publicity to carry BCT disability statement.</p> <p>Information available for parents and students in a variety of formats when</p>



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information.	an annual basis	requested.
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## **BIG CREATIVE TRAINING LTD APPENDIX A PHYSICAL ACCESS**

This has been adapted from [Accessible School: Summary Guidance. DFES June 2002](#)

STATEMENT	EVIDENCE	ACTION REQUIRED
The size and layout of areas allows access for all pupils including: Academic areas e.g classrooms, outdoor facilities, social facilities e.g common room, outside areas	UH / DF are designed and built to meet current accessibility standards.	None required
Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed.	UH / DF are designed and built to meet current accessibility standards. Both sites are laid out across 2 floors with wheel chair accessible door widths. A ramped entrance with wide doors provides access into the building.  Both sites have disabled toilets with hand	None required



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well signed.		
Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability.	The alarm system has an auditory component. The ALS supports and Fire Wardens are trained on how to support the evacuation of students with a visual impairment	None required
Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy	Décor and signage are clear and displayed clearly in reception and across the centre.	None required
All areas to which pupils have access are well lit	All areas of Uplands House / Digital Future are well lit including emergency lighting in the case of a fire. The building team ensure that new bulbs are purchased / replaced as required	None required
Steps are taken to reduce background noise for hearing impaired pupils e.g consideration given to a room's acoustics, noisy equipment etc	The studio spaces at Uplands House / Digital Future have a minimal acoustic bleed into teaching areas. Acoustic treatments have been completed. Tutors instructed to monitor / manage studio sound levels	Further sound proofing required of DF office for counseling



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## BIG CREATIVE TRAINING LTD APPENDIX B CURRICULUM ACCESS

STATEMENT	EVIDENCE	ACTION REQUIRED
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	BCT lead and support tutors are made aware of students' individual needs and can access further information and support via Arbor and online group trackers	Additional specialist one-one support is allocated for young people with severe additional learning support needs (before young person approved to start)
Classrooms are optimally organised for disabled pupils	All students have access to all school classrooms. Seating and tables are arranged to ensure optimal opportunities for effective learning and teaching. Interactive whiteboards and projectors in all classrooms.  Teachers are provided with information/training regarding individual needs of students with hearing/visual impairments and other physical barriers to learning and participation.	Ongoing development of ICT facilities as and when required.
Lessons provide opportunities for all pupils to	Differentiation for student diversity is central to lessons/extra curricular activity provision	Ongoing development of schemes of work and lessons to integrate differentiation by





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achieve	across the BCT. ALS support is targeted at students who require additional assistance in appropriate subjects.	task, resource, support or outcome to allow all students to access appropriate learning goals.
Lessons are responsive to pupil diversity	Differentiation for student diversity is central to lessons/extra curricular activity provision across the school.	Teachers continue to plan for differentiation in teaching and learning.
Lessons involve work done by individuals, pairs, groups and the whole class	Classroom learning and teaching activities integrate opportunities for paired and group activities in addition to groupings catering for visual, auditory and kinaesthetic preferred learning styles.	Ongoing development of learning and teaching approaches integrating, for example, self and peer assessment opportunities (Assessment for Learning).
All pupils are encouraged to take part in music, drama and physical activities	The school has opportunities for study in these areas as both statutory curriculum provision and within an extensive extra curricular programme.	None required
All staff recognise, and allow for, the mental	Differentiation for student diversity is central to	All relevant staff receive information via



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effort expended by some disabled pupils e.g. slow writing speed for dyslexic pupils.	lessons/extra curricular activity provision across the school. Further information is available on Arbor and online trackers. Staff CPD training available and is ongoing.	student ILP's.  ALS to continue to raise awareness of additional needs.
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Lesson planning in practical subjects integrates differentiation by task, resource, support or outcome to allow all pupils to access common learning goals.	As above.
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education	Consultation takes place when necessary to plan appropriate programmes. Students and parents play a key role in planning appropriate alternative experiences.	Currently there are no activities that young people with disabilities are not able to participate.
Access to computer technology is appropriate for students with disabilities	All ICT resources are available to all students. In addition, students with specific learning needs, larger keyboards and laptops are available for additional access to ICT.	Ongoing development of ICT facilities to further enhance the learning opportunities for students with SEN



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School visits are made accessible to all pupils irrespective of attainment or impairment	All extra curricular activities and school trips are open to all students. Modes of transport used to cater for all.	Risk assessments to be completed for trips where applicable.
All staff have high expectations of all pupils	Student target setting, monitoring and reporting mechanisms ensure all staff are aware of the academic capabilities of all students.	Intervention as required for individuals and/or groups of students.
All staff seek to remove all barriers to learning and participation	In addition to the pastoral system supporting all students in school ensuring they are aware of and actively work to achieve their academic and personal potential.	Ongoing action raising levels of staff awareness of student diversity and strategies to cater for the learning needs of all students



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STATEMENT	EVIDENCE	ACTION REQUIRED
The school liaises with support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	All current publicity carries the BCT accessibility statement signposting how to access further support.  Web builds conform to general accessibility guidance including a text only website with auditory function.	None required
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud, powerpoint presentations and describing diagrams.	In lessons: information presented in a way that all students can access. In presentations to parents there are powerpoint presentations on large screens in every training room.	Liaise with ALS team to provide staff with guidance on presenting lessons/parents' information evenings in a user friendly way should the need arise.
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille	Resources produced suitable for all students and adapted to individual needs	To liaise with ALS team should the need arise.
Staff are familiar with technology and practices developed to assist people with	Staff adapt resources to address the needs of the individual – ALS team available for	Training would be sourced should the need arise.



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disabilities.	support/guidance	
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Date Updated	To Review	Responsibility
July 2025	Jul 2027	AM