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# Diocese of Bristol Academies Trust

## Accessibility Policy

**Type:** Statutory  
**Level:** 2  
**Date Adopted:** 11<sup>th</sup> July 2019  
**Review Date:** February 2020

**History of most recent Policy changes (must be completed)**

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
11.7.19	All	First version for local board's approval	Approved by Local Board

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## Policy Statement

- 1 The Trust is an organisation with a Christian foundation. The ethos, values and relationships of the Trust, and its associated academies, are central to witnessing to the values of the foundation. The Trust is committed to providing an environment which values and supports the needs of all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The Trust is further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness and inclusion.

DBAT academies are committed to making reasonable adjustments to allow disabled pupils, parents/carers, staff and visitors to access the building and educational provision.

- 2 **Purpose & Scope:** This Policy is intended to provide guidance to Local Governing Bodies, teaching and support staff regarding the content of accessibility plans.

## Guidance for Accessibility Plans

- 3 The Special Educational Needs and Disability Act 2001 (SEND) required schools and academies to produce accessibility plans every three years. This duty is now set out in the Equality Act 2010.

- 4 DBAT recognises that ensuring access for all is about more than physical buildings and therefore ~~all~~ DBAT Academy Accessibility Plans will need to contain strategies for:

- i. increasing the extent to which disabled pupils can **participate in the Academy curriculum** (appendix 1: exemplar)
- ii. improving the **physical environment** of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services (appendix 2: exemplar)
- iii. improving the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled. (appendix 3: exemplar)

Academy Accessibility plans should be read in conjunction with the Academy's Special Needs policy

Whilst DBAT academies are not required to make physical alterations to the fabric of the building in order to meet the needs of disabled pupils, they are required to take reasonable steps to address physical features where they affect disabled members of the public.

- 6 The Trust expects all its academies to follow best practice and therefore all DBAT academies must include reference to how the academy intends to plan for improving physical facilities for disabled pupils, parents/carers, staff and members of the public as part of ongoing refurbishment and improvement programme.
- 7 Whilst improvements or modifications to buildings are dependent upon the requisite funding being available, all DBAT academies should take **reasonable** steps to make any necessary steps to accommodate disabled pupils, parents/carers, staff and members of the public.
- 8 All DBAT academies will ensure that their accessibility plans are made publicly available. This information should include specific reference to:

Commented [PP1]: Therefore removed.

- i. admission arrangements for disabled pupils;
  - ii. how the local governing body will help disabled pupils gain access;
  - iii. how the Academy will make sure they are treated fairly.
- 9 All accessibility plans will be drawn up in consultation with staff, parents/carers and pupils. The accessibility plan will be clearly dated and specify the period covered. The Local Governing Body will ensure that the Accessibility Plan is available in large print or other accessible formats.
- 10 All DBAT accessibility plans will take account of the academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 11 All DBAT academy accessibility policies will include a description of the academy's layout and facilities which draws attention to particular issues such as size and location of classrooms, accessibility of toilets, provision of lifts etc.

#### **Welcoming and preparing for disabled pupils, staff and parent/carers.**

- 12 Where it is practicable to make reasonable adjustments to enable a prospective pupil or staff member to take up a place at a DBAT academy and to satisfy the current admissions criteria, DBAT academies commit to providing those reasonable adjustments.
- 13 In order to meet the needs of disabled pupils or staff, individual academies will require full information about pupil/staff needs. The academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the academy should be aware. Where a pupil has a statement of special educational needs, the academy will work with the Local Authority (LA) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.
- 14 In assessing the pupil or prospective pupil, the academy may need to take advice and require assessments as appropriate. The academy will be sensitive to any issues of confidentiality.
- 15 The academy will encourage prospective or existing staff, to discuss any adjustments which would assist them in carrying out their duties, and parents/carers to discuss adjustments they might need to access information or attend the school.

#### **Training**

- 16 Alongside the accessibility plan for each academy, the Principal will ensure that there is awareness and training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter. This training should also address the issue of making the curriculum accessible to all pupils.

#### **Monitoring and Review**

- 17 The Accessibility Plan will be monitored through the Local Governing Body. There will be a full review of the plan every three years, when a new plan will be produced to cover the

next three years. Discussions about the accessibility plans for individual academies should always be recorded so that if there is a later challenge, each academy can demonstrate reasonableness in their decision making process.

**Other Related Documents**

18 The Accessibility Plan should be read in conjunction with the following documents

Dignity at Work Policy

Equal Opportunities Policies

Health and Safety Policy

Special Educational Needs Policy



## Appendix: Example Accessibility Plan

### 1. Increasing the extent to which disabled pupils can participate in the academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	<p>Training of staff.</p> <p>Briefing messages – Teaching and Learning postcards.</p> <p>All schemes of work are inclusive and all students access a mandatory VIP curriculum in all year groups.</p>	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing	<p>Flexible approach to disabled pupils and increase in access to the National Curriculum, evidenced via QA process (evidence of effective differentiation in lessons)</p> <p>Success of disabled pupils in examinations.</p> <p>Positive outcomes from parent/student surveys.</p>
<b>Medium term</b>	Curriculum progress is tracked for all pupils, including those with a disability.	Every year group has at least two assessment points in each academic year and all data is analysed to identify learning gaps that inform intervention as appropriate.	Staff confidence in using assessments and analysing data to identify learning gaps to fully meet the requirements of disabled students' needs with regard to accessing the curriculum.	Ongoing	All students meet or exceed target grades at key assessment points.

<p><b>Long term</b></p>	<p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Systems and curriculum are reviewed yearly to ensure all appropriate assessment criteria are being met.</p> <p>Teaching and learning is reviewed twice a year to ensure all students are able to access the curriculum.</p>	<p>Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.</p>	<p>Yearly</p>	<p>QA and outcomes indicate all students are able to access the teaching and make progress.</p>
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**Key points to consider when completing this table**

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?



**2. Improving the physical environment of the academy to increase access to education by disabled pupils**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.		Physical environment improved.
<b>Short term</b>	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.		Improved access to School site.
<b>Medium term</b>	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.		Improved facilities for disabled students and visitors.
<b>Long term</b>	Enable disabled pupils and visitors to access the ground floor of the School building.  Plan to fit ramps and handrails to the entrances and exits which have priority.	Planned use of minor capital delegated resources and discuss with the LA using Schools Access Initiative funding.	Having secured capital resources from the LA the school's entry areas will be fully accessible.		Physical accessibility increased.
<b>Long term</b>	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding with the LA.	Ability of disabled pupils to access all areas of the School.		Improved access to educational facilities.

**Key points to consider when completing this table**

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

### 3. Improving the delivery of information to disabled pupils/students and parents/carers

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the Academy could provide written information in alternative formats.		Delivery of information to disabled pupils is improved.
Short term	Make available school newsletter and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested,	All school information available for all who request.		Delivery of school information to parents and the local community improved.
Medium term	Raise awareness of adults working at and for the school on the importance of good communication for all school stakeholders.	Raise awareness through staff CPD.	Awareness of specific target groups raised.		School is more effective in meeting the needs of students.
Long term					

#### Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils, parents/carers who may have difficulty with standard forms of printed information?

- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities