



**Cabot**  
Learning  
Federation

Accessibility  
Plan Bristol  
Brunel  
Academy



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## 1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Business Manager and SENCO of the Academy and covers the period from May 2017 - April 2020. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public-sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## 2 Background

### 2.1 The Academy's layout and facilities

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a new building which was designed with full accessibility in mind.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

- 2.1.5 The Plan will be monitored through the Academy Accessibility Committee, who will report to the Academy Council. There will be a full review of the Plan on March 2020 when a new Plan will be produced to cover the next three years.
- 2.2 Welcoming and preparing for disabled pupils
- 2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.
- 2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. 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, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.
- 2.2.3 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.

### 3 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 all students and differentiating the curriculum.	Ongoing staff development and specific training on needs supported staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of all students' needs with regards to accessing the curriculum.	Ongoing CPD will be provided to staff on the needs of students and to new staff when they join the Academy.	Flexible approach to all students and increase in access to a broad curriculum  Success of students in examinations.
<b>Short Term</b>	Enable students to have access to assistive technology within the academy to support their learning	<p>Access to iPad or lap-top for VI students</p> <p>Training of staff for use of assistive technology for VI students.</p> <p>Reviews and advice sort from the VI Team – Academy to act on advice provided.</p> <p>Trial use of technology (lap-tops, RWG) with students when needs identified. Trial and</p>	<p>VI students can fully access the learning.</p> <p>Students can use assistive technology in the classroom to become independent</p>	<p>VI access 2018</p> <p>Ongoing when needs identified and</p>	<p>VI make good progress in line with their starting point</p> <p>When all students can access lessons independently</p>

		purchase of technological equipment. – exam pens.		adaptations following assessment and within 4 weeks	
<b>Medium term</b>	Ensure all school trips are accessible for all students with disabilities and medical needs	<p>Review of school trips with SLT link</p> <p>Staff to check with SLT / SENCo as part of the trips procedures</p> <p>Training for trip leaders if required</p> <p>Health Care Plans in place and other arrangements with the access to support staff if required.</p>	All students are fully included in trips.	All trip risk assessments for ensuring accessibility must be completed in line with Academy policy and be submitted 6 weeks before the trip and reassessed prior to the trip in case of any changes	When all students can access all trips.
<b>Long term</b>	Accessibility of the curriculum for all students	Review of curriculum and introduction of alternative qualifications linked to life skills.	<p>Successful introduction of Princes Trust Programme and other programmes</p> <p>Step Up programme for EAL students, CIC tutoring incorporated into Hub</p>	<p>2018</p> <p>2018</p>	All students access a broad curriculum

		<p>Further development of the Hub to incorporate learning for CiC and EAL.</p> <p>Appointment of an Enrichment Coordinator adding capacity for life skills and additional options for students who struggle to access the standard option choices.</p> <p>Audit of participation in enrichment activities and representation of Year and the Academy Student Council representative of the Academy population</p>	<p>Implementation of Duke Edinburgh Award</p> <p>Attendance at enrichment and representation on the Academy Council.</p>	<p>2017-19</p> <p>2018-19</p>	
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### 3.1 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?

**4 Improving the physical environment of the school to increase access to education by disabled pupils**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	The environment is fully accessible for VI students attending the Academy	<p>Seek advice from LA sensory support service and completion of site visit</p> <p>Receive report from the LA VI Service</p> <p>Business manager to discuss recommendations of the report with Skanska and act if required.</p> <p>SENCo to regularly meet with VI Service to review needs of students.</p>	Some areas are made more accessible to visually impaired children.	Term 1 2017	Physical environment improved.
<b>Medium Term</b>	Ensure that accessibility to all areas is reviewed and maintain	<p>Complete Accessibility audit</p> <p>Action any recommendations</p>	Accessibility of the environment is reviewed in line with the needs of students.	Annually	Physical environment is accessible to all.
<b>Medium 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.	Will be kept in mind when any refurbishment is completed.	Physical environment improved.

#### 4.1 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 students 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?

**5 Improving the delivery of information to disabled pupils**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Ensuring availability of written material in alternative formats.	Staff to enlarge text if required to do so or use assistive technology  Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Ongoing – within two weeks of being made aware of need.	Delivery of information to disabled pupils is improved.
<b>Medium term</b>	The Academy to use more visuals around the building	SENCo investigate the further use of the digital screens to provide visual messages.  SENCo and Business Manager to review current visual signage throughout the Academy.  Student voice sought through the Student Council.	Students to be able to access the building more easily.	July 2018	The building will be more accessible to those who have language needs.

<p><b>Long term</b></p>	<p>Ensuring readability and the availability of written material for parents in different formats, for example other language.</p>	<p>Staff are mindful of the readability age of documentation and policies within the Academy</p> <p>Become aware of the services available through the LA and other sources for converting written information into alternative formats.</p> <p>Check with other CLF Academies how they provide written correspondence</p>	<p>Information is more accessible to parents and visitors.</p>	<p>When policies / documentation is re-written.</p> <p>May 2020.</p>	<p>Delivery of Information is accessible for all.</p>
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5.1 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 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?

**6 Review - Increasing the extent to which disabled pupils can participate in the Academy curriculum**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>					
<b>Medium term</b>					
<b>Long term</b>					

Reviewed by .....

Date reviewed .....

**7 Review - Improving the physical environment of the Academy to increase access to education by disabled pupils**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>					
<b>Medium term</b>					
<b>Long term</b>					

Reviewed by .....

Date reviewed .....

**8 Review - Improving the delivery of information to disabled pupils**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>					
<b>Medium term</b>					
<b>Long term</b>					

Reviewed by .....

Date reviewed .....

Approved by: Jon Jones	Principal
Approved on:	April 2018
Review date:	January 2019

Accessibility Audit				
Completed by SENCO and Business Manager				
Date: 9.01.2018				
Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	BBA is a building over 4 storeys	None as fully accessible via lifts		N/A
Corridor access	New building with wider corridors	None – all corridors currently accessible		N/A
Lifts	3 lifts – 1 lift to LG Floor	None – all in working order and regularly serviced		N/A
Parking bays	Disable bays at the front of the Academy	None		N/A
Entrances	Fully automatics doors to front entrance, no steps in front entrances or other entrances around the	None		N/A

	Academy, classroom doors accessible for wheelchairs			
Ramps	None required	None		N/A
Toilets	Purpose build disable toilets on each floor, hygiene rooms first floor with hoist.	None		N/A
Reception area	Level access through main front doors, reduced height of reception desk area.	None		N/A
Internal signage	All internal signage meets current statutory regulations	Consider signage in the future to meet the needs of students transferring to the academy.  Review signage around the academy and the use of the digital screens to display visual messages.	SENCO / Business Manager	If need arises
Emergency escape routes	Emergency escape routes signposted. Regular practices with students so they are aware of actions.  Lift automatically shut down, there are safe havens for disable students or those with specific medical conditions. Students are instructed on their use in an emergency.	Reviews are held following alarms and recommendation acted upon	Vice principal  Business Manager  SENCo	Ongoing / as the need arises
Reviewed by John Garland (Business Manager) and Lou Coles (SENCo) 9.01.2018				



