

part of the



Bristol Brunel
Academy



Cabot
Learning
Federation

Accessibility Plan & Policy

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1. History of most recent Policy Changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
December 2016	Whole Document	Creation of new policy following review of existing policies and changes to legislation.		Cameron Shaw Vice-Principal

1. Legislative Compliance

This Policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- [the Equality Act \(2010\)](#)
- [the Children and Families Act \(2014\) Part 3](#) which links in to the
- [SEN Code of Practice \(2014\)](#)
(and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001
- and [Bristol City Council's Schools Accessibility Strategy](#)

2. Links to Other Policies

This policy supplements and operates in conjunction with the Cabot Learning Federation (CLF) Health and Safety Policy.

3. Staff Contacts

Role	Name	Contact
Principal	Jon Jones	jjones416@bba.bristol.sch.uk
Vice-Principal	Cameron Shaw	cshaw940@bba.bristol.sch.uk
Chair of Brunel Academy Council	Suzanne Carrie	Suzanne.carrie@uwe.ac.uk
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4. Aims and Objectives of this Policy

This Accessibility Policy is divided into four sections:

Section 1: Access to the Curriculum - for students

Section 2: Access to Pastoral Support - includes the principles of past county and national initiatives, including 'Every Child Matters' (ECM) and aspects of the 'Social and Emotional Aspects of Learning' (SEAL) - for staff, parents and students

Section 3: Site Accessibility - for staff, parents, students and visitors.

Section 4: Access to Information - for staff, parents and students.

This Access Policy details policies and initiatives, how these are monitored, reviewed / evaluated, and how these evaluations are developed and embedded into academy systems and practice.

This Access Policy is an 'umbrella' document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and Academy Council.

4.1 Section 1: Access to the curriculum

This section of the Access Plan is monitored by the Vice-Principal, who leads on curriculum, and monitors department improvement plans.

The following documents/policies support this aim:

- Academy Improvement Plan
- Individual Department Improvement Plans
- Policy for the Curriculum
- Policy for Assessment
- Inclusion Policy (and also an SEND Information Report)
- Supporting Pupils with Medical Conditions Policy

Principal features of Bristol Brunel Academy are:

- Within their teaching teams, Curriculum Leaders monitor students' progress, linked to a member of SLT for fortnightly meetings; and usually on an individual basis there are links with Achievement Year Leaders to determine appropriate curriculum of specific students.
- Students classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by Curriculum Leaders, Achievement Year Leaders and members of the Senior Leadership Team. Similarly students' attendance is monitored by Tutors and Pastoral Year Leaders in conjunction with the Attendance Officer and with a member of SLT fortnightly.
- At Key Stage 3 setting of students is determined by Curriculum Leaders in conjunction with their SLT link. In some subjects setting is deemed most appropriate (Mathematics and Languages for example), and in some subjects mixed ability is deemed most appropriate (English for example). In some subjects mixed ability is the only option due to timetabling constraints.
- At Key Stages 4 students are taught according to ability / aptitude in Maths and in Science, with some streaming used in English. Option subjects are generally mixed ability.
- Academy Reports (teachers' reports, three times each year) are reviewed by the Curriculum Leaders; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required. At each assessment point for each year group, the data is uploaded in to SISRA and analysed, leading to clear actions for each department.
- There are guided choices for students choosing KS4 courses: discussions with students, parents, Learning Support, Curriculum Leaders, Achievement Year Leaders and members of Senior Leadership.
- At Key Stage 4 the curriculum is increasingly personalised: students choose four options at GCSE, in addition to core subjects (English, Maths, Science, Core PE and PSHE). Students identified at working significantly above the expected ability range in Maths also study Further Maths and the most able Scientists study 3 separate Science GCSEs.
- If it is decided, predominantly by the Learning Support Team in conjunction with a student and their parent/carer, that studying four options is not in the best interest of the student then the student may study a reduced number of subjects and receive additional support in the remainder of the time.
- Data from primary schools, reading and spelling tests inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from parents, students and professionals.
- There are various Learning Support interventions to provide a differentiated and appropriate curriculum for identified students.
- Work experience is available in Year 10 (and again in Year 12) for all students. However, there is a robust process that students go through in order to ensure the placement is both safe and

also rewarding.

- Students with medical needs, unable to access school full-time, are supported by the Pastoral Year Leader, Learning Support and Personalised Learning Centre to access the best resource for that student.
- Throughout KS4, and selectively for KS3 students, through whole academy data and Learning Support specialist testing, students are identified for Access Arrangements (exam concessions).
- The Personalised Learning Centre (PLC) manage sections of the curriculum for identified students (usually short-term interventions, but for a very few there can be longer-term interventions) including school-refusers, students returning to the academy after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

4.2 Section 2: Access to Pastoral support

The lead person monitoring this section of the Access Plan is the Assistant Principal (Behaviour & Ethos), working with the Pastoral Year Leaders, Tutors, Academy Counsellors, Personalised Learning Centre, Inclusion Manager and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Child & Adolescent Mental Health Service (CAMHS), along with other agencies who support the Academy, contribute additionally to this work.

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The Academy has various separate policies contribute to supporting these aims:

- Safeguarding & Child Protection Policy
- Inclusion (SEND & EAL) Policy
- Policy on supporting students with medical conditions in Academy Behaviour Policy

Principal features of Bristol Brunel Academy are:

- Six Designated Safeguarding Lead Officers (DSLO) on site, with developed links to Social Services and Bristol City Council Local Education Authority teams
- 'Children in Care' are identified and monitored by a designated member of staff. An annual report is presented to Academy Council covering their performance.
- Students classified as 'Pupil Premium' are identified and their curriculum progress is tracked by Curriculum Leaders and the Senior Leadership Team
- Students who act as 'Young Carers' are identified and monitored. These pupil are offered support from the Pastoral Year Leaders and Academy Counsellors as standard.
- Risk Assessments and Pastoral Support Plans are used to monitor and support students'
- Personalised Learning Centre (PLC) manage behaviour modification programmes for identified students (usually short-term interventions, but for a very few there can be longer-term interventions), including school-refusers; as an alternative to exclusion; students returning to the academy after exclusion or from medical absence.
- Cabot Learning Federation Educational Psychologist closely support the work of the academy, and of individual students, as required by their needs
- The Academy uses the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives
- An Academy Careers Advisor, together with our Careers and Work Experience Co-ordinator, support students from all years, particularly Year 9 onwards, with work-related learning and planning for the future
- Developed links with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEND initiatives, pre-transfer visits)
- Summer School (one week, each year) for new Y7 students supports transfer and is available to all students.
- Academy Counsellors work in the academy 5 days a week and liaise closely with CAMHS and other appropriate external agencies.
- Students have access to the Academy Nurse – a lunchtime drop-in health care provision for students of all ages if offered (This service is confidential for students and academy staff are not normally informed of who has attended.) Students can also request an individual appointment with the Academy Counsellor or School Health Nurse.

- Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students / work generally in supporting students
- Pastoral staff and Academy Counsellors are able to give information and advice to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.
- Short and long term programs are offered through 'Engage' (Cabot Learning Federation Provision) to support social and emotional development
- Attendance is monitored daily and parents are contacted on the first day of absence before 9:30am. Pastoral Year Leaders liaise with pupils with lower attendance and support with the provision of work and reintegration packages.
- Restorative Justice style meetings take place to resolve issues between pupils
- Exclusions are being actively reduced using early intervention, reduction programmes and local school-to-school support – when returning from exclusion pupils are meet and expectations re-established before returning to lessons

4.3 Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies jointly with the Principal/Academy Business Manager and the Premises Facilities Service Manager (Skanska), with contributions from a range of professionals supporting the academy and from individuals within the academy.

Students, staff, parents and visitors to the academy on both sites have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible.

The following policies support these aims:

- Critical Incident Plan
- Equality Policy
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Policy

Principal features of Bristol Brunel Academy are:

- health and safety issues identified and addressed on a continuous basis by a range of people within the academy - including The Health & Safety Committee, Staff Wellbeing Team and Skanska Facilities Services in conjunction with Bristol City Council.
- risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in the academy, and/or for specific activities, or to take into account their specific disability)
- risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS)
- the medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENCo, is circulated to staff in the academy on a need to know basis
- the medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Principal, Academy Business Manager and related staff
- the Learning Support Team has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines
- outside professionals (for example, Occupational Therapists, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Downs Syndrome Service, Speech and Language Service) support the work of the academy, and the integration of specific students within mainstream classes
- the SEND Learning Support Assistants, on a day-to-day basis, monitor individual students' accessibility to each site.

4.4 Section 4: Access to Information

This section of the Access Plan is monitored by the Vice-Principal with support from the Academy ICT administration team. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy:

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition the Academy complies with the Cabot Learning Federation's policies on Data Protection, Complaints and Responses to requests for information

- Relevant documents are posted on, and may be downloaded from, the Academy web site or hard copies may be requested at a small charge.
- Parents/students may request copies of student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made, preferably in writing, to the Principal.
- Any complaints should be addressed through the Academy Complaints Procedure, available to view via the Academy website.

Information provided by the Academy

Students have access to information by:

- the regular reporting of students' progress by written reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, TAC Meetings and IEPs.
- the SEND review process
- through the student planner
- representation on/by the Student Council

Parents have access to information by:

- the regular reporting of their student's progress by written reports from teachers
- teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at subject-based Parents' Evenings
- Year 6 information evening.
- Options Evening (for students selecting their KS4 courses)

- Tutors and Achievement/Pastoral Year Leader contact with parents
- the Academy website
- open mornings for parents of prospective new students
- by prior appointment to visit the academy
- specific requests for information (see above)
- through appointments with teachers (SEND reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- the main Academy Prospectus
- SEND information to parents: at reviews, and with printed documentation, and from relevant professionals outside supporting the work of the academy

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- the Academy website
- contact with professionals within the academy
- by written request to the Principal

Accessibility of information

The Academy aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- the Academy will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.
- the Academy will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.
- the Academy will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information

5. Monitoring

5.1 The Vice-Principal will monitor the implementation of this Policy ongoing.

5.2 The Council will review the Policy every year, unless there are any changes to legislation or guidance that require it to be altered in the interim.

5.3 An Annual Report will be presented to the Council at the end of each academic year with regards SEND offer and performance outcomes in relation to Children in Care (CiC).