



Bristol Brunel
Academy

Accessibility Plan

Creation Date	May 2017
Implementation Date	May 2017
Review Frequency	Every 3 years
Last Reviewed	July 2024
Approval	Academy Council
DfE Status	Statutory

Contents

1. History of most recent Plan changes	3
2. Introductory Statement	3
3. Background	4
4. Increasing the extent to which disabled pupils can participate in the Academy curriculum	5
5. Improving the physical environment of the school to increase access to education by disabled pupils	8
6. Improving the delivery of information to disabled pupils	10

1. History of most recent Plan changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
May 2017	Initial Policy Written	Accessibility Plan in place	
January 2018	Standard format Policy	BBA updated Accessibility Policy in line with common CLF format	Requirement for all academies to have generic format
January 2018	Accessibility Audit completed	Review of Accessibility Plan by LCO and JGA	
January 2019	Accessibility Audit completed	Review of Accessibility Plan by LCO and JGA	
May 2020	Accessibility Audit completed Version 2 Policy and plan	Review of Accessibility Plan by LCO and SLI Creation of new plan to be reviewed in 2027	Triennial full review
July 2024	Whole document Accessibility Audit completed	Review of Accessibility Plan by MDA	

2. Introductory Statement

This Accessibility Plan (Plan) has been drawn up in consultation with the Operations Manager and SENDCo of the Academy and covers the period from July 2024 – July 2027. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

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.

3. Background

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

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.

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.

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

- Academy prospectus
- Disability equality scheme
- Equality information and objectives statement
- Health and Safety Policy
- Inclusion Policy
- Mental Health & Well-being Policy (once ratified)

The Plan will be monitored by the Academy Council. There will be a full review of the Plan in March 2026 when a new Plan will be produced to cover the next three years.

Welcoming and preparing for disabled pupils

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.

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 an Education, Health and Care Plan (EHCP) the Academy will work with the Local Authority (LA) who makes and maintains the statement / EHCP to ensure that the identified provision is delivered in an appropriate manner.

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.



4. Increasing the extent to which disabled pupils can participate in the Academy curriculum

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 staff 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 activities, e.g. some form of exercise in physical education?

	Targets	Strategies	Outcome	Timeframe	Goals achieved when...
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	1 year	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
Short term	All students to have access to appropriate technology to support their learning.	<p>Access to laptops and training on for students on the use of assistive technology.</p> <p>Training for new staff in the use of assistive technology is built into the structure of the new staff induction programme.</p> <p>Develop the use of laptops, exam pens and apps consistently for relevant students.</p> <p>Implementation of advice and guidance from Specialist Services from LA and Health.</p>	<p>Increase student use of assistive technology as their usual way of working.</p> <p>SEND students can fully access the curriculum and learning.</p> <p>SEND students become more independent in their learning</p>	1 year	<p>When all students can access lessons independently.</p> <p>Ongoing training is delivered</p> <p>Assistive technology is in place and numbers of students accessing assistive technology is increasing.</p>

<p>Short term</p>	<p>Classrooms to be organised in a way that is suitable for all learners with a physical impairment or disability.</p>	<p>All staff with students and if appropriate, external advisors to audit their classroom and highlight any concerns.</p>	<p>SEND students can fully access the curriculum and learning.</p>	<p>Ongoing</p>	<p>Stakeholders report that students are happy and successful in their learning.</p>
<p>Medium term</p>	<p>Ensure all school trips are accessible for all students with disabilities and medical needs.</p>	<p>Review of school trips with SLT link.</p> <p>Trip leaders to check with SLT link and SENDCo 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 access to support staff if required.</p> <p>All staff organising trips to identify appropriate transport, staffing and any individual student adjustments required by individual students.</p>	<p>All students are fully included in trips.</p>	<p>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.</p>	<p>All students can access trips.</p> <p>Risk assessments for SEND students' - part of Evolve system and HCP are accessible to all staff.</p>

<p>Long term</p>	<p>Accessibility to extracurricular activities for all students.</p>	<p>Further development of the role of the 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 on Year and the Academy Student Council representative of the Academy population.</p> <p>Access and uptake of Duke of Edinburgh monitored and supported for relevant students.</p>	<p>Councils are fully inclusive.</p> <p>Enrichment uptake and targeting process is in place and embedded.</p> <p>Increase in numbers of all students accessing the enrichment programme.</p>		<p>Improved provision for all students including higher participation and completion of Princes Trust, Duke of Edinburgh Award and other alternative qualifications.</p> <p>Evidence of increased participation of all students in the enrichment opportunities.</p>
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5. Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved when...
Short term	The environment is fully accessible for students with PD attending the Academy	<p>Seek advice from LA Sensory Support Service, Occupational Therapy (OT) or Health.</p> <p>Completion of site review.</p> <p>Operations Manager to discuss recommendations of the report with Skanska and act if required.</p> <p>SENDCo to regularly meet with specialist services to review needs of students.</p>	All areas are accessible for students	Where students are identified adaptations made within 1 week of starting.	<p>Site review completed.</p> <p>The physical environment is accessible for all students.</p>
Short term	Specialist equipment is provided for students with physical disabilities to support accessibility.	Advice sought from primary schools, OT and /or Health regarding specialist equipment for transitioning students.	Areas within the academy are made more accessible.	Ongoing	Equipment sourced.
Medium term	Ensure that accessibility to all areas is reviewed and maintained.	Complete Accessibility audit Action any recommendations.	Accessibility of the environment is reviewed in line with the needs of students.	Annually	<p>Physical environment is accessible to all.</p> <p>Completion of annual audit.</p>

<p>Long Term</p>	<p>Ensure the sensory needs of students are met</p>	<p>Complete sensory audits for students with sensory needs of all students particularly those with Autism Spectrum Condition (ASC), assessing the learning environment.</p> <p>Review and plan to incorporate further access to low arousal areas. Introduction of a sensory room or area.</p>	<p>Students' sensory needs are effectively met within the Academy.</p>	<p>Ongoing</p>	<p>Key areas are assigned as low arousal areas and students use these to manage their sensory needs.</p> <p>A sensory room or area is in place and operational.</p>
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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?

6. Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved when....
Short term	Ensuring availability of written material in alternative formats.	<p>Staff to enlarge text if required to do so or use assistive technology</p> <p>Become aware of the services available through the LA for converting written information into alternative formats.</p>	If needed, the academy could provide written information in alternative formats.	Ongoing – within two weeks of being made aware of need.	<p>Delivery of information to disabled pupils is improved.</p> <p>Adapted papers requested for external examination</p> <p>RNIB Bookshare used for enlarged formats.</p> <p>Ongoing use of resources.</p>
Medium term	The Academy to use more visuals around the building.	<p>EDI Lead investigate the further use of the digital screens to provide visual messages.</p> <p>New Makaton purchase by CLF in can aid further review of signage.</p> <p>EDI Lead and Operations Manager to review current visual signage throughout the Academy.</p>	Students to be able to access the building more easily.	Annual	<p>The building will be more accessible to those who have language needs.</p> <p>Plasma screens and posters in use for students.</p>



Student voice sought through the Student Council.

Annual

Makaton signage in place.

<p>Long term</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 a policy / document is re-written.</p> <p>Ongoing</p>	<p>Delivery of Information is accessible for all.</p> <p>Pending review of policies 2024-27</p>
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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 than staff are familiar with technology and practices to assist people with disabilities?