





# BRADFORD AP ACADEMY

## Accessibility Plan

Policy agreed by Staff on:	June 2020
Ratified by Local Advisory Board:	Summer 2020
Review Date:	Summer 2023
Agreed Frequency of Review:	3 yearly
Allocated Group / Person to Review:	LAC can delegate to committee or individual member or Headteacher.
Signed by Chair:	
Signed by Headteacher:	

## **Bradford AP Academy Accessibility Plan, June 2020**

### **Introduction**

The Sen and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Management Committee has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Local Advisory Board of the BAPA to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the curriculum of BAPA;
- Improving the environment of the Centres to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that BAPA's accessibility plan is resourced, implemented, reviewed and revised as necessary.

### **Definition of Disability**

The Disability Discrimination Act 1995 defines a disabled person as a person with 'a physical or mental impairment which has substantial and long-term adverse effect on his (or her) ability to carry out normal day-to-day activities'.

The Act defines 'substantial' as 'more than minor or trivial' and 'long term' as 'has lasted or is likely to last more than 12 months'.

The Act states that impairment is to be taken to affect the ability of a person to carry out normal day-to-day activities only if it affects that person in respect of one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight

- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

### **Starting Points**

Bradford AP Academy believes that all pupils have the right to be included in the life of the Alternative Provision Centres. The staff is committed to the inclusion of all pupils. We therefore:

- Value every individual and celebrate their achievements
- Identify and respond to individual needs
- Identify and overcome potential barriers to learning
- Set multiple learning challenges for every pupil.

On 1<sup>st</sup> October 2010, the Equality Act 2010 replaced all of the existing equality legislation, such as the Disability Discrimination Act 1995 (DDA) and the Special Education Needs and Disability Act 2001 (SENDA). The Equality Act 2010 places a legal obligation on all Alternative Provisions, making it unlawful to discriminate against pupils, staff, governors, parents or visitors with a disability.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. In addition we also welcome our specific duties to publish information every year about our Alternative Provision population, to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

### **The Main Priorities in the Alternative Provision's Plan**

Increasing the extent to which disabled pupils can participate in the AP's curriculum.

The current position:

- All pupil needs, including SEND, are identified to staff at the start of their placement.
- The Context Sheet for each class is kept up-to-date and is accessible to all staff. This allows for instant access to pupil profiles of need and ability.
- Each pupils needs are shared and planned for by all staff through regular contact.
- The curriculum is fully inclusive.
- Underachievement of pupils, including those with SEND pupils is systematically tracked.
- Access to additional services and outside agencies is sought to support improved outcomes for pupils, including those with SEND.

## Priorities for increasing access to the curriculum

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
All Schemes of Work (SoW) and lesson plans take into account the needs of all pupils.	<ul style="list-style-type: none"> <li>Curriculum leaders and ELT review SoWs to ensure they meet the needs of all pupils.</li> <li>Curriculum areas to develop a range of differentiated resources to meet the needs of all pupils.</li> <li>Systems in place to inform staff of the specific needs of individual pupils.</li> <li>Specialist equipment and furniture is available when needed.</li> <li>Regular staff training to be provided on meeting the needs of pupils.</li> </ul>	SLT	<p>Review SoW and resources, half-termly following introduction and periodically thereafter.</p> <p>Purchase of resources as appropriate.</p> <p>Review of training needs of staff and specific needs of pupils on a regular basis to identify and mismatch.</p>	Ongoing	<p>All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>Improved access to curriculum for all pupils.</p> <p>Teachers are aware of the relevant issues surrounding specific groups and can ensure that this group has equality of access to life preparation learning.</p>
All texts to be accessible to all pupils.	<ul style="list-style-type: none"> <li>Calibri front size 12 to be used as a minimum on all work sheets. Coloured photocopy paper available for dyslexic pupils.</li> <li>Library to include materials for a range of reading ages.</li> </ul>	SLT	<p>Stock of coloured paper to be maintained</p> <p>Stock and content of libraries to be reviewed regularly</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Pupils can access text more readily and are more motivated to read in lessons and for pleasure</p>

<p>BAPA can meet the needs of its pupils.</p>	<ul style="list-style-type: none"> <li>• Large print and audio formats provided as required.</li> <li>• Some staff job descriptions include the need to support children with personal care needs.</li> <li>• Staff training including lifting and handling is appropriate and up to date to meet the needs of the pupil.</li> </ul>	<p>HT</p>	<p>BLP Job descriptions to be reviewed</p>	<p>Summer 2020</p>	<p>The needs of pupils can be met more effectively to support inclusion</p>
<p>All children are able to access extra-curricular opportunities.</p>	<ul style="list-style-type: none"> <li>• Planning takes account of needs and reasonable adjustments are made to ensure disabled children are not excluded.</li> <li>• All out of Centre activities are planned to ensure the participation of the whole range of pupils.</li> </ul>	<p>HOC</p>	<p>The planning for all extra-curricular activities will include reflection on the cohort and any barriers that will hinder access</p>	<p>Ongoing</p>	<p>All pupils will be able to access extra-curricular activities. This will include trips and visits within BAPA's day</p>

## Access to written information

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
To improve access to written information for parents about BAPA.	<ul style="list-style-type: none"> <li>• Include specific information needs on referral form.</li> <li>• All letters home to be checked by HOC for use of language and jargon.</li> <li>• Make BAPA brochures more accessible to parents</li> <li>• BAPA website to conform to accessibility protocols.</li> <li>• BAPA website to be accessible in numerous languages</li> </ul>	SLT	BAPA to itself aware of the services available through the LA for converting written information into alternative formats.	Ongoing	All parents are able to access written communication from the BAPA..
		HOC	Review letters and forms that are kept on file.	Autumn 2020	
		HT	Review BAPA Brochure to make it more accessible	Autumn 2020	
		Op. Man	Continue to monitor and review the website for improvements regarding access.	Ongoing	
Review the BAPA communication systems to enable effective information managements.	Consult with staff, Governors, pupils and parents on preferred systems for communication.	Op. Man	Review the systems of communication with a view to improvement e.g. use of email/SchoolComms texting service	Ongoing	Improved communication between all members of the BAPA community.
To review BAPA policies on a regular basis and ensure they	Policies reviewed by designated staff member and	HT	Create a schedule for policy review	Spring 2021	Policies are reviewed on a regular basis and are up-to-date.

meet statutory requirements.	Governing body committee on a regular basis.				
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### Physical Access

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
Ensure that the each Centre of BAPA is accessible to all.	<ul style="list-style-type: none"> <li>Designated disabled parking near the main door.</li> <li>A quiet seating are to be identified for visitors.</li> <li>Reception staff made aware of the needs of disabled people.</li> <li>Ensure accessibility and clarity of signs around each site.</li> <li>Regularly review accessibility in all areas.</li> </ul>	Op. Man	<p>Checks of external internal signs to be part of the H&amp;S inspections.</p> <p>Staff training as required</p>	<p>Half yearly.</p> <p>Ongoing</p>	BAPA is accessible to all
Ensure BAPA is easily navigable to adults and children.	<ul style="list-style-type: none"> <li>Ensure clarity of internal and external signs.</li> <li>Ensure hi-hiz areas are regularly maintained,</li> </ul>	Op. Man	Ongoing vigilance, Exceed Termly H&S Audit inspections.	Ongoing	Clear signage supports easy access
Ensure that all members of the BAPA community are safe in the building.	<ul style="list-style-type: none"> <li>Fire evacuation procedures, alarms, etc. reviewed to take account of the needs of all pupils and staff and specific needs are recorded.</li> </ul>	Op. Man	<p>Checks of signs to be part of the Fire Assessment Review, Exceed Termly Audit H&amp;S inspections.</p> <p>Ongoing vigilance to ensure fire exits are kept clear.</p>	Termly	BAPA environment is safe for all

<p>Ensure the classrooms are organised to provide optimum access to all pupils.</p>	<ul style="list-style-type: none"> <li>• Plan classroom layout in accordance with the needs of pupils.</li> <li>• Organise resources within classrooms to reflect needs of pupils.</li> <li>• Extraneous noise is minimised eg fans, computers, etc.</li> </ul>	<p>HOC</p>	<p>Liaise with staff to review classroom organisation and highlight any areas for improvement</p>	<p>Ongoing</p>	<p>Pupils have maximum access within classrooms</p>
<p>Identify needs and actions for future improvements.</p>	<ul style="list-style-type: none"> <li>• Specialist equipment and furniture is available when needed.</li> <li>• Toilets and showers match needs of disabled pupils.</li> </ul>	<p>SLT</p>	<p>Continued review of pupil needs and facilities to support facilities meeting need</p>	<p>Ongoing</p>	<p>Pupils can access the provision fully</p>
<p>Ensure that appropriate spaces are provided for pupils at social times.</p>	<ul style="list-style-type: none"> <li>• Provide support in the dining room for pupils who find the lunchtimes stressful.</li> <li>• Provide quiet, staffed areas established for vulnerable children to go at social times.</li> <li>• Ensure lunch time supervision is proactive in engaging children in positive activities.</li> </ul>	<p>HOC</p>	<p>Monitor the needs of pupils and provide solutions to meet pupil need</p>	<p>Ongoing</p>	<p>Pupils are able to enjoy social times and feel comfortable within their environment</p>
		<p>HLBLPs</p>			





**Improving the physical environment of the Centres to increase the extent to which disabled pupils can take advantage of education and associated services.**

The current position:

- All buildings are wheelchair accessible
- There are disabled toilets in both BAPA buildings
- There are two disabled parking spaces in the car park at Jesse Street and one at Aireview
- There is clear visual signage in all areas of the building
- There is significant colour contrast between doors and door frames throughout the whole BAPA Centres.
- There is hi-viz edgings to all steps at both BAPA buildings
- The main BAPA halls are equipped with an audio visual system
- There is a physical environment that is safe and welcoming on both sites

**Making it happen:**

The Accessibility Plan will be monitored and reviewed every three years by the Local Advisory Board.

Whole BAPA training will recognise the need to continue raising awareness for staff and the Local Advisory Board on equality issues with reference to the Equality Act 2010.

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

- Equality Statement
- Special Educational Needs Policy
- Teaching and Learning Policy
- Curriculum Policy
- Behaviour Policy
- Health & Safety Policy
- Premises Management Policy
- BAPA Improvement Plan
- BAPA Prospectus