



The Bulwell Academy

Accessibility Plan

July 2017

Updated: July 2017

Review Due: July 2020 (every 3 years)

In accordance with the
[Special Educational Needs & Disability Act 2001](#)



ACCESSIBILITY PLAN

The Bulwell Academy, in accordance with the Special Educational Needs and Disabilities Act 2001 must prepare accessibility plans. This plan includes -

Accessibility, a plan for:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the physical environment of schools to increase the extent to which disabled students can take advantage of education and associated services; and
- improving the delivery to disabled students of written information which is provided to students who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the students or parents about their preferred means of communication.

1. Definitions

A '**disabled pupil**' is defined as someone who 'has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.

Discrimination A responsible body discriminates against a disabled person if:

- For reasons which relate to their disability, it treats them less favourably than it treats or would treat others to whom that reason does not or would not apply.
- It cannot show that the treatment in question is justified.

Reasonable steps - The duty to take reasonable steps (to ensure that there is no discrimination intended as an 'anticipatory' duty and does not simply apply once an individual pupil presents him or herself.

2. Key Principles

All disabled children should have access to education. Wherever practicable, Bulwell Academy will

- Advise on the statutory responsibilities of education bodies in the preparation of accessibility strategies and accessibility plans
- Increase the extent to which disabled students can participate in the school curriculum
- Promote improvements in the delivery to disabled students of written information that is provided to students who are not disabled
- Encourage improvement in the physical environment of schools to increase the extent to which disabled students can take advantage of education and associated services.

Bulwell Academy recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and its facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

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In the light of this The Bulwell Academy will:

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the Academy.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it.
- Encourage outside agencies and contractors, to adopt similar policies towards disabled students.

In order to ensure that the educational services it provides effectively meet the needs of disabled students The Bulwell Academy will:

- Consult with disabled students, parents, staff and disability organisations (including Local Authority inclusive education services, occupational therapy and physiotherapy)
- Plan to make access improvements to enable disabled people to use its services. Furthermore, the school will effectively communicate its availability to both students and staff.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

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Curriculum Access	Targets	Strategies	Outcome	Time Frame	Goals achieved
Medium Term	<ul style="list-style-type: none"> • All curriculum areas consider their practice in light of current legislation and developments • To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum 	<ul style="list-style-type: none"> • Continue with training of whole school staff • Link with school & department focus upon teaching & learning. At least one CPD training per term to focus upon inclusive practice • To meet regularly with students, parents and outside agencies to plan access improvements 	<ul style="list-style-type: none"> • Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs • Strategic planning continued at departmental level 	Completed and ongoing	<ul style="list-style-type: none"> • All students have equal access to a broad, balanced curriculum. The school community values diversity • Raised awareness of the collective responsibility towards inclusion
	<ul style="list-style-type: none"> • Ensure all exam arrangements are in place for all students with identified needs 	<ul style="list-style-type: none"> • Evidence to be gather from all departments to ensure arrangements are met. • Regular testing and review of access arrangements for exams 	<ul style="list-style-type: none"> • All students are to achieve full potential and support structures are in place 	Completed and ongoing	<ul style="list-style-type: none"> • Raised awareness of exam access arrangements

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Physical Environment	Targets	Strategies	Outcome	Time Frame	Goals achieved
Short term	<ul style="list-style-type: none"> • To ensure that the main school is accessible to disabled visitors 	<ul style="list-style-type: none"> • To keep the disabled lift in working order & ensure arrangements are made for at least one lift operator during Progress / Open Evenings • To provide students who have identified needs with use of a lift key • To ensure at least one parking space for disabled visitors • To ensure the visitor signing-in book is on a lower table for easy access 	<ul style="list-style-type: none"> • All visitors can access the main reception area of school from the front and feel welcomed • All parents are able to access all upper areas of the school in use during Progress / Open Evenings 	Ongoing	All visitors and the school community feel included on arrival
	<ul style="list-style-type: none"> • To ensure Emergency Evacuation Plan includes provision for physically impaired persons in the upper corridors 		<ul style="list-style-type: none"> • Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed & any necessary training undertaken 	Completed & ongoing	Emergency provision for all in all parts of the school building
	<ul style="list-style-type: none"> • To ensure all student needs are disseminated to staff for access to the mainstream class 	<ul style="list-style-type: none"> • Meetings held with parents, students and agencies to assess and evaluate evacuation procedures SEN/Strategies folder, EHC Plan, update all TAs 	<ul style="list-style-type: none"> • All students accessing a broad and balanced curriculum 		

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Access to the written word	Targets	Strategies	Outcome	Time Frame	Goals achieved
Short term	<ul style="list-style-type: none"> • To ensure that all students can access written information on the classroom board 	<ul style="list-style-type: none"> • Seating plans used so that all students can see clearly. • Identified resources and strategies are available and known by all staff regarding individual needs eg fonts, paper colour, overlays • Desktop copies of text are also provided where appropriate 	<ul style="list-style-type: none"> • All students feel comfortable, safe and included and all are able to access the curriculum. 	Completed & ongoing	All students can access written information
Medium Term	<ul style="list-style-type: none"> • Visual signs are used in all classrooms as signals to the organisation of tasks. 	<ul style="list-style-type: none"> • Training for all staff using the CPD and strategies for vulnerable groups • Seek advice from agencies • Include training from the agencies within whole school CPD training. 	<ul style="list-style-type: none"> • Consistency across departments aids students' organisational skills. 	Completed	All students are more independent & carry out tasks more effectively.
Medium Term	<ul style="list-style-type: none"> • Staff become familiar with a variety of technology and practices developed to assist people with disabilities 	<ul style="list-style-type: none"> • Encourage and plan for students' use of ICT particularly where they have own or local authority supplied equipment. • Use of "C" Pens as normal way of working for identified students. • Use of specialist teacher to assess for Access Arrangements for exams 	<ul style="list-style-type: none"> • Departments use some alternative methods of recording within some lessons. 	Ongoing	Improved access and provision for students.