



Diocese of Bristol Academies Trust

Accessibility Policy

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Policy Statement

- 1 The Trust is an organisation with a Christian foundation. The ethos, values and relationships of the Trust, and its associated academies, are central to witnessing to the values of the foundation. The Trust is committed to providing an environment which values and supports the needs of all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The Trust is further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness and inclusion.

DBAT academies are committed to making reasonable adjustments to allow disabled pupils, parents/carers, staff and visitors to access the building and educational provision.

- 2 **Purpose & Scope:** This Policy is intended to provide guidance to Local Governing Bodies, teaching and support staff regarding the content of accessibility plans.

Guidance for Accessibility Plans

- 3 The Special Educational Needs and Disability Act 2001 (SEND) required schools and academies to produce accessibility plans every three years. This duty is now set out in the Equality Act 2010.

- 4 DBAT recognises that ensuring access for all is about more than physical buildings and therefore. Therefore all DBAT Academy Accessibility Plans will need to contain strategies for:

- i. increasing the extent to which disabled pupils can **participate in the Academy curriculum** (appendix 1: exemplar)
- ii. improving the **physical environment** of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services (appendix 2: exemplar)
- iii. improving the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled. (appendix 3: exemplar)

Academy Accessibility plans should be read in conjunction with the Academy's Special Needs policy

Whilst DBAT academies are not required to make physical alterations to the fabric of the building in order to meet the needs of disabled pupils, they are required to take reasonable steps to address physical features where they affect disabled members of the public.

- 6 The Trust expects all its academies to follow best practice and therefore all DBAT academies must include reference to how the academy intends to plan for improving physical facilities for disabled pupils, parents/carers, staff and members of the public as part of ongoing refurbishment and improvement programme.
- 7 Whilst improvements or modifications to buildings are dependent upon the requisite funding being available, all DBAT academies should take **reasonable** steps to make any necessary steps to accommodate disabled pupils, parents/carers, staff and members of the public.
- 8 All DBAT academies will ensure that their accessibility plans are made publicly available. This information should include specific reference to:

- i. admission arrangements for disabled pupils;
 - ii. how the local governing body will help disabled pupils gain access;
 - iii. how the Academy will make sure they are treated fairly.
- 9 All accessibility plans will be drawn up in consultation with staff, parents/carers and pupils. The accessibility plan will be clearly dated and specify the period covered. The Local Governing Body will ensure that the Accessibility Plan is available in large print or other accessible formats.
- 10 All DBAT accessibility plans will take account of the academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 11 All DBAT academy accessibility policies will include a description of the academy's layout and facilities which draws attention to particular issues such as size and location of classrooms, accessibility of toilets, provision of lifts etc.

Welcoming and preparing for disabled pupils, staff and parent/carers.

- 12 Where it is practicable to make reasonable adjustments to enable a prospective pupil or staff member to take up a place at a DBAT academy and to satisfy the current admissions criteria, DBAT academies commit to providing those reasonable adjustments.
- 13 In order to meet the needs of disabled pupils or staff, individual academies will require full information about pupil/staff needs. 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, the academy will work with the Local Authority (LA) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.
- 14 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.
- 15 The academy will encourage prospective or existing staff, to discuss any adjustments which would assist them in carrying out their duties, and parents/carers to discuss adjustments they might need to access information or attend the school.

Training

- 16 Alongside the accessibility plan for each academy, the Principal will ensure that there is awareness and training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter. This training should also address the issue of making the curriculum accessible to all pupils.

Monitoring and Review

- 17 The Accessibility Plan will be monitored through the Local Governing Body. There will be a full review of the plan every three years, when a new plan will be produced to cover the

next three years. Discussions about the accessibility plans for individual academies should always be recorded so that if there is a later challenge, each academy can demonstrate reasonableness in their decision making process.

Other Related Documents

18 The Accessibility Plan should be read in conjunction with the following documents

Dignity at Work Policy

Equal Opportunities Policies

Health and Safety Policy

Special Educational Needs Policy