



Bristnall Hall Academy

Accessibility Plan

Review date October 2017

Improving Education **Together.**

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. (<i>Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack</i>)	x			
Grouping of pupils (<i>by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up</i>)	X			
Homework policy and practice (policy in place)	x			
Academy discipline and sanctions (<i>reference Behaviour Policy</i>)	x			
Exclusion procedures (<i>reference Exclusions Policy.</i>)	x			
Academy clubs and activities (<i>full access as relevant also reference e.g. Off Site Visits Policy</i>)	x			
Academy trips, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment? (trips policy and risk assessments)	x			
The academy's arrangements for working with other agencies	x			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	x			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled pupils.	x			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils		X		
Pupils who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.			X Not possible	
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.		x		
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components.	x			
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.			N/A	
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.		x		

Physical access continued	Completed	In Progress	Under discussion	Not yet addressed
All areas to which pupils should have access are well lit.	x			
Steps have been made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.	x			
There is ease of access to all academy facilities.		x		
Activities to support the curriculum, (e.g. drama group visiting academy) have appropriate risk assessments in place to ensure equality of access.	x			
Sports activities are available to all.	x			
The academy has in place emergency procedures which takes into account the needs of all pupils.	x			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all pupils to achieve.	x			
Teachers and teaching assistants have the necessary training to teach and support disabled pupils.	x			
All lessons are responsive to pupil diversity.	x			
Lessons involve work to be done by individuals, pairs, groups and the whole Class.	x			

All pupils are encouraged to take part in music, drama and physical activities.	x			
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.	x			
The academy provides access to computer technology appropriate for students with disabilities.	x			
Classroom organization allows for the needs of all pupils.	x			
Timetable design takes note of any pupil who may have a disability or a special educational need.	x			
All pupils are given consideration for assessment and exam arrangements.	x			
All pupils are prepared for the next phase of education.	x			
Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading.	x			
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	x			
There are high expectations of all pupils.	x			
Staff seek to remove all barriers to learning and participation. (reference <i>Equal Opportunities Policy</i>)	x			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) 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.	x			
The academy can produce written information in different formats (as required)	x			
Staff are familiar with technology and practices developed to assist people with disabilities.	x			
All staff, pupils and parents have access to information.	x			

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical Access	Re-designing the car park and ways in school Drop kerbs either side of main entrances – pedestrian access Colour contrasted handrails to all staircases – bottom front door Improving access to the Reception including wheelchair access Provision of induction loops – Reception and Upper School Hall
Curriculum Access	Training for teachers and support staff and differentiating the curriculum All out of Academy activities are planned and risk assessed to ensure participation for all Training for Awareness Raising of Disability issues Information to know your students' needs
Information Access	Availability of written material in alternative formats as required Raise the awareness of adults working at or for the Academy on good communications If required arrange for visual impaired students to be able to access documentation Review all policies to ensure that they do not discriminate the needs of staff, students or visitors

Access Plan - Physical Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Accessible car parking	Re-designed car park with a one way system	New system in place	September 2017	VG/PR/CW	New system in place
	Drop kerbs either side of main entrance	Pedestrian access	Safe entrance for all students and staff	September 2017	VG/PR/CW	New walkways in place
Medium Term	Continually monitoring student needs and responding to their needs	If needs are identified seek assistance on what is required	Adjustments made in line with students needs where possible	On going	All staff	Students needs met
	Staircases	Colour contrasted handrails on both sides of staircases	Handrails coloured	September 2017	PR/CW	Coloured rails in place
Long Term	Improving access to the Reception area	Refurbishment of the Reception area	Improved access to the Academy	September 2017	VG/PR/CW	Easier access to the Academy
	All refurbishments and new buildings will be undertaken to improve access for disabled students/people	Considerations given when planning new buildings or alterations	Moving towards an accessible site	On going	Principal	Accessible site

Access Plan - Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Availability of all written material in alternative format		If needed the Academy can provide written information in alternative format	With immediate effect	Inclusion team including EAL with assistance of inclusion service	Delivery of information to disabled students
Information Access	Use of projectors and TVs must be considered in context with students disabilities	Take into consideration students difficulties with equipment	All staff plan to meet needs of students	For all lessons	All staff	All students access the curriculum
Medium Term	Continually monitoring students' needs and responding to their needs	If needs are identified seek assistance on what is required	Adjustments made in line with students needs where possible	On going	All staff	Students needs met
	Identify staff development needs to improve their ability to meet all students needs	Audit of needs	Relevant training for staff	On going	Area Leaders Director of Inclusion SLT	Students needs being met
Long Term	Links developed with agencies that can extend the expertise of staff	Bring in relevant agencies as required	Staff assisted to extend the learning experiences of students	On going	As above	Agencies/Staff links made

Access Plan - Information Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Ensure reference of this accessibility plan on website	Accessibility policy and plan on website	Place on website	After Governors approval	GW/PW	On website
Curriculum	Staff ensure that the specific needs of every student is met	Differentiation	All staff plan to meet all needs	For all lessons	All staff	All students access the curriculum
Medium Term	Continually monitoring students' needs and responding to their needs	If needs are identified seek assistance on what is required	Adjustments made in line with students needs where possible	On going	All staff	Students needs met
	Review Academy policies to ensure that they do not discriminate	All policies reviewed regularly	All policies checked and adapted as necessary based on needs	On going	People in charge of individual policies	Discriminated free policies
Long Term						