

Accessibility Policy

2020-21



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Staff Lead: Karen Thomson
Trustee Lead: Gareth Whitmarsh
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TBAP AP AND SPECIAL ACADEMIES



Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the Special Education Need (SEN) and Disability Act 2001 (SENDA) and the laws implemented in the Disability Acts of 2005 and 2006. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DFE in July 2002.

Definition of Disability

Disability is defined by the Equality Act 2010 as follows:

"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities".

Key Objective

- To have a commitment to continuously improving and developing accessibility for people with disabilities so that they may fully participate within TBAP;
- To reduce and eliminate barriers in accessing the curriculum enabling them to fully participate within the school community of learners.
- To promote, with regards to staff, that applications from people with disabilities are equally considered at TBAP, taking into account their disabilities.

Principles

Compliance with this is consistent with TBAP's Equal Opportunities Policy, and the operation of TBAP's SEN policy.

TBAP recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled learners in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled learners less favourably;
- To take reasonable steps to avoid putting disabled learners at a substantial disadvantage;
- To publish an Accessibility Policy.

In performing their duties, the TBAP Senior Leadership teams and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

TBAP recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

TBAP schools provide all learners with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual learners and their preferred learning styles and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum:

- Setting suitable learning challenges;
- Responding to learners' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of learners.

The Culture and Ethos of the Schools

TBAP Schools aim to provide an environment in which people are valued and respected as individuals, regardless of disability, ethnic origin, gender, ability, religion or age. Through meeting and mixing with a wide range of abilities and needs, young people learn to accept and see beyond individual differences and to value what each person has to offer.

Physical Environment

TBAP will take account of the needs of learners and visitors with sensory impairments, physical difficulties and social, emotional and mental health difficulties, when planning and undertaking future improvements and refurbishments of the sites and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. All planned maintenance and new building projects will be cross-referenced with the standards for Disability Access Reports in order to identify suggested improvements. All new building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Teaching and Learning Practices

Individual Education Plans (IEPs) are drawn up in accordance with the SEN and Disability (SEND) policy and the Code of Practice (2001), which details arrangements for individual learners according to need, e.g. Special Needs Assessment Profile (SNAP), Pupil's Attitude to School and Self (PASS), Learning Style, Individual Targets.

Personal Education Plans (PEPs) are drawn up in accordance with DFE guidance (2001) on 'Access to Education for Children and Young People with Medical Needs', for young people with a long-term or recurring medical condition, which detail the condition, the medical professionals involved, information about the condition, special arrangements etc. for that young person.

Information on specific disabilities is disseminated to teachers and support staff to promote and reinforce understanding of particular conditions and their effects. Extra time is provided where appropriate for completion of work. Teachers and support staff are reminded of less obvious effects of disabilities, in particular that of learners with non-physical disabilities.

It is sometimes useful, with the learner's agreement, for the disability to be discussed with the class (in a whole class setting or with groups or selected individuals), so that they understand the

implications. For example, peers of learners with Attention Deficit Disorder may need to understand the reasons for some of their actions.

The Deputy Head: Inclusion is responsible for making special access arrangements for learners sitting examinations. The Deputy Head with the Examinations' Officer, makes applications for special examination arrangements and supervises these (often complex) arrangements, for which personal knowledge and understanding of the learner's special needs is essential, as well as detailed knowledge and understanding of the various modifications to papers and provision for special needs by the different examination boards.

A designated teacher works closely with the careers adviser and with learners making the transition to further education, training schemes, apprenticeships or employment.

Where courses or trips are planned in such a way that a disabled learner/staff member cannot fully participate, alternative methods or extra staff or support will be provided to promote delivery of inclusive courses or trips to achieve success.

Non-Physical Barriers to Inclusion

Non-physical barriers to inclusion mainly affect learners with an invisible disability, very commonly those on medication for various conditions. Young people suffering from ADHD, depression, mental health issues may be prescribed medication, some of which has an extremely debilitating effect. Antipsychotic drugs (the prescription of which is not confined to those with psychotic disorders) commonly result in extreme lethargy, weight gain and difficulties with concentration and organisation. Learners taking medication and learners with particular conditions, e.g. Asperger's syndrome and dyspraxia, may find it very hard to arrive on time for classes and with the correct equipment. Support for them consists of regular telephone calls and text message to remind them of times and places where they should be, liaison with their teachers and support staff, provision of water and breaks in double lessons and contact with medical professionals and the Children and Adolescent Mental Health Service (CAMHS).

In the case of these learners, as for learners with any disability, the behaviour policy is differentiated to take account of the effects of the disability or medication that has been prescribed. Rules pertaining to punctuality, for example, may need to be modified for a period of time if the inability to arrive on time on a regular basis is either a symptom of the disability or an effect of the medication.

Learners with ongoing and significant medical needs have Personal Education Plans (PEPs) to guard against the overlooking of these needs through lack of proper liaison and co-ordination.

The application and successful assessment at The Bridge and other TBAP academies for the Quality Inclusion Mark standard further supports TBAP's community commitment to disability and inclusion.

Staff training

This Accessibility Plan is approved by the Executive Leadership team, who take overall responsibility for its implementation.

It is the responsibility of the Executive Leadership group to provide opportunities for dissemination of information and training for staff on the provisions of SEN and Disability Act (2001) and its implications for post-16 transition.

Meetings of staff involved with particular learners take place on a regular basis, both formal and informal.

Information and advice relating to particular disabilities (e.g. ADHD (Attention Deficit/Hyperactivity Disorder), ODD (Oppositional Defiance Disorder), Dyslexia, Dyspraxia, SLCN (Speech, Language, Communication Needs), ASD (Autistic Spectrum Disorder)/Asperger's, physical disabilities, visual and hearing impairment,) is circulated as appropriate at Inclusion Panel, staff briefings, by email and with IEPs and at other times as needed.

Teachers and support staff are actively encouraged, via Performance Management and Line Management, to attend relevant training sessions in line with the school staff development policy and to feed back to their colleagues.

Successful inclusion is dependent on the knowledge, skills and understanding of all teachers and support staff, so information and guidance needs to be consistently reinforced and updated through an ongoing process of training, information sharing, guidance on IEPs etc.

Linked Policies

This Policy will contribute to the review and revision of related TBAP policies:

- School Development Plan
- SEN policy
- Equal Opportunities Policy
- Curriculum Policy

Wider Considerations

This policy was agreed June 2020 and will be reviewed annually by the TBAP Trust Board

Date of next review: June 2020