

ANDALUSIA ACADEMY BRISTOL (AAB)

Accessibility PLAN (2019 – 2020)

Signed on behalf of trustees by: G. F. Nounu

Date: 29/8/2019

Next Review Date: 30/8/2020

Introduction

This plan was drawn up in accordance with the requirements of Schedule 10 of the Equality Act 2010. It is drawn on the guidance set out in ‘Accessing School: Planning to increase access to schools for disabled pupils’ issued by the DFES in July 2002.

Definition of Disability

1. Disability is defined in section 6 of the Equality Act 2010 as follows.
 - (1) A person (P) has a disability if—
 - (a) P has a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.
 - (2) A reference to a disabled person is a reference to a person who has a disability.

Key Objectives

- To reduce and, where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation within the school community thus making “reasonable adjustments” in matters of admission and education.
- To ensure that disabled pupils are not treated less favourably.

Principles

Compliance with the DDA is consistent with ANDALUSIA ACADEMY BRISTOL's aims and equal opportunities policy and the operation of ANDALUSIA ACADEMY BRISTOL's SEN policy. ANDALUSIA ACADEMY BRISTOL recognises its duty under the DDA (as amended by the SENDA)

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

ANDALUSIA ACADEMY BRISTOL recognises and values parent's 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.

ANDALUSIA ACADEMY BRISTOL provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils 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 by:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

Previous Targets Achieved

Access to school playground from the park.

Activity

a) Education and related activities

ANDALUSIA ACADEMY BRISTOL will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisor and of appropriate health professionals and from local NHS trust.

b) Physical environment

At ANDALUSIA ACADEMY BRISTOL we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

ANDALUSIA ACADEMY BRISTOL will make itself aware of local services for providing information in alternative formats when required or requested.

d) Admissions

ANDALUSIA ACADEMY BRISTOL will not use disability as a factor in the selection of pupils. Pupils with disabilities are encouraged to apply. The School will however, need to make an assessment of the needs of the child and be certain of being able to fully meet the needs of the child before a place can be offered.

Action Plan

See Appendix 1

Appendix 1: Andalusia Academy Bristol Disability Access Plan 2018-2020

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>Access to the Curriculum</p> <p>Target 1 Reflect identified area of need, for lesson planning and delivery.</p>	Staff training on Disability awareness to reflect needs of pupils within the school.	Two weeks prior to the child starting school and by second week of starting school.	To be determined	Principal SLT SENCO	Principal SENCO	Child with disability has full access to curriculum with reasonable adjustments made. Success evidence in lesson planning, resources, learning outcome.
<p>School Policies</p> <p>Ensure all policies consider the implications of disability access.</p>	When reviewing policies, consider child with disability in terms of target 1	Two weeks prior to the child starting school and by second week of starting school.	Staff inset time.	Principal SLT SENCO	Principal Trustees	<p>School policies reflect the needs of child with disability.</p> <p>Access to all aspects of school life for all pupils.</p>
<p>School Buildings</p> <p>Ensure access to school buildings and site can meet diverse pupil need.</p>	<p>Awareness of independent access.</p> <p>Consider escalator to first floor.</p>	<p>By first term of child starting school.</p> <p>By end of August 2019</p>	<p>To be decided.</p> <p>To be decided</p>	<p>Principal SLT</p> <p>Principal Trustees</p>	<p>Principal Trustees</p> <p>Principal Trustees</p>	<p>Access to first floor improved.</p> <p>Access to first floor improved.</p>

<p>Classrooms</p> <p>Ensure that all classrooms are adjusted to reflect the needs of the child with disability</p>	<p>Plan classrooms in accordance with pupil need. Organize resources within the classrooms to reflect pupil needs</p>	<p>Two weeks prior to the child starting school and by second week of starting school.</p>	<p>Staff inset time. Staff meeting time.</p>	<p>Principal SLT</p>	<p>Principal Trustees</p>	<p>Appropriate use of resources for diverse needs of specific pupil with disability.</p>
<p>Newsletters and Documents</p> <p>Availability of school letters and documents in alternative formats.</p>	<p>Large print and audio format as required.</p>	<p>Two weeks prior to the child starting school and by second week of starting school.</p>	<p>Time for administration.</p>	<p>Principal SLT</p>	<p>Principal Trustees</p>	<p>Information for pupils with disabilities and parent/carers will be improved.</p>