



Cabot
Learning
Federation

City Academy
Access Policy

Academy Name: City Academy

Implementation Date: June 2023

Version: 1



History of Policy Changes

Date	Page	Change	Reason for Change

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1 Background

- 1.1 This Access Policy complements the SEND (Special Educational Needs and Disability) Policy, and also acts as the Academy's Disability Statement. A specific Access Policy is needed as not all disabled students will have SEND, and not all students with SEND will consider themselves disabled, but there may be some overlap.
- 1.2 City Academy Bristol recognises and adheres to the disability related provisions of the Equality Act 2010, which state that it is illegal for a school or other education provider to treat disabled pupils less favourably. This includes:
- direct discrimination (for example refusing admission to a student because of disability)
 - indirect discrimination (for example only providing application forms in one format that may not be accessible)
 - discrimination arising from a disability (for example a disabled student is prevented from going outside at break time because it takes too long to get there)
 - harassment (for example a teacher shouts at a disabled student for not paying attention when the pupil's disability stops them from easily concentrating)
 - victimisation (for example disciplining a disabled student because they've complained about harassment)
- 1.3 The disability provisions of the Equality Act also apply to disabled parents/carers, staff or visitors.
- 1.4 The Act also says that schools and academies must make 'reasonable adjustments' to their environment and the way they work to ensure that disabled students, parents and visitors can play a full part in Academy life. This may include adjustments to the curriculum, the way information is provided or to the physical environment.
- 1.5 In line with our commitment to equalities, we will work to a social model of disability which recognises that people are disabled not by their particular impairments or

medical conditions, but by the inaccessible environment and negative attitudes that they encounter. These are barriers we need to address.

- 1.6 We recognise that improving access for disabled students is an important aspect of meeting their needs and promoting their inclusion. We will consult with them and their families to assess their needs, and will make adjustments to the curriculum, the environment and to information as required. We recognise that the Equality Act

requires us to provide information in the format that the disabled student or adult wishes e.g. to provide BSL interpreters, large print, Braille etc.

- 1.7 We also recognise our anticipatory duty in relation to access, which means that whenever we undertake any refurbishment (decorating, rebuilds, replacing furniture, equipment etc.) we will consider the needs of the widest range of disabled people in
- 1.8 our decision making, so that there will be less need to make individual adjustments for each new individual who joins our Academy.

2 Aims

- 2.1 City Academy Bristol is committed to ensuring equal treatment of all its staff, students and parents and any others involved in the school community who are disabled.
- 2.2 Our vision is to be an inclusive Academy where every student is valued, challenged and nurtured in order to realise their potential, and we believe that mutual respect and understanding creates a vibrant learning community.
- 2.3 We aim to ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.
- 2.4 We also aim to ensure that our site and premises are increasingly accessible to disabled people, and will take advice from disabled people's organisations as to improvements that are required through commissioning an access audit at least bi-annually
- 2.5 We will work with staff to develop good practice in classroom organisation and information provision to allow the widest range of students to take part in activities.
- 2.6 We will keep up to date with new technology and auxiliary aids so that we have the expertise to support disabled students to get the support they require to access the curriculum.
- 2.7 We will ensure that we assess the examination requirements of disabled students as soon as possible so that they have the equipment, scribes, extra time and other adjustments that they need in place to participate equally.
- 2.8 We will ensure that health and safety arrangements take into account the specific needs of disabled students and staff members including Personal Evacuation Plans and Risk Assessments as required.

- 2.9 We will ensure that the medical and care needs of students, staff and visitors are met as fully as possible while they are in the Academy, and that students have a clear care plan when required (see separate policy)
- 2.10 We will ensure that accessible facilities are well and appropriately maintained as a priority.
- 2.11 The Academy will not tolerate any discrimination, harassment or victimisation of disabled students or adults.
- 2.12 We recognise the importance of having a diverse workforce and will make reasonable adjustments in the recruitment process, retention and working conditions of any disabled staff member.
- 2.13 We recognise the need for positive role models and will encourage the involvement of disabled people as councillors, speakers, visitors and trainers.
- 2.14 We recognise that many of our students' parents and carers and wider family members will be disabled, and we will ask about their access needs as part of admission processes. We will also ensure we enable them to access parents' evenings and other events through meeting these needs.
- 2.15 We recognise the need to incorporate disability equality into our curriculum, challenging stereotyping and recognising the achievements of disabled people, and will take advice on how best to do this from those with expertise in the area.
- 2.16 We will record and deal seriously with any disablist bullying or harassment and will address any negative language or imagery.
- 2.17 We will develop a range of ways to include the voices and views of disabled students in the decision making and evaluation of their own support and other provision in the academy.

3 Access Planning

3.1 We will produce and update an annual Access Plan which will address access in relation to:

- improving access to the physical environment of the Academy, adding specialist facilities as necessary.
- increasing access to the curriculum for disabled students, expanding and adapting the curriculum as necessary to ensure that they are as equally prepared for transition as their peers
- improving access to support participation in after-school clubs, leisure and cultural activities or school visits.
- ensuring the provision of specialist aids and equipment, which may assist disabled students in accessing the curriculum.
- ensuring that where a current student develops a temporary disability such as a broken leg, or a permanent issue, we put in place adjustments and accommodations, as far as reasonably practical, to allow the student to access their normal curriculum.
- improving the delivery of written information to disabled students, staff, parents and visitors. The information should be made available in various preferred formats within a reasonable time frame.

3.2 We will involve disabled staff, students and parent/carers and disabled people's organisations in the review of the plan so their views are taken into account.

4 Policies

4.1 This document is to be read in conjunction with the following policies:

- Equality, Diversity and Inclusion Policy
- Teaching and Learning Policy
- Curriculum Policy
- Behaviour Policy
- SEND Policy
- Safeguarding and On-Line Safety Policies
- Admissions Policy
- Health & Safety Policy

5 Definition of Disability

- 5.1 The Equality Act 2010 defines disability as when a person has a “physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities”. Some specified medical conditions, i.e. HIV, multiple sclerosis and cancer are included, regardless of their effect.
- 5.2 We recognise that not all students considered as having special educational needs are included in the legal definition but we will consider social, educational and behavioural difficulties in relation to this policy.

6 Reviewing/Monitoring

- 6.1 This Policy will be reviewed every three years and the Access Plan will be reviewed annually and each presented to the Council for adoption.
- 6.2 The Policy and Plan is also available in other formats by arrangement (e.g. Large Print, Braille).

7 Responsibility

- 7.1 The Principal retains oversight of access and will report to the Council at least annually.
- 7.2 Day-to-day management of access is co-ordinated by a cross-academy group comprising of members of the Inclusion team, Senior Leaders, the Facilities Manager and the Operations Manager.