



Bailey Street Alternative Provision Academy

Accessibility Policy

The Accessibility Policy and the Accessibility 3-year Plan have been drawn up in compliance with the Public Sector Equality Duty as contained in the Equality Act 2010.

They should be read in conjunction with the following related policies:

- Equality Policy
- Equality Objectives
- Special Educational Needs Policy
- Teaching and Learning Policies
- Behaviour Policies

At Bailey Street AP Academy, we are committed to ensuring equality of opportunity for students with disabilities in relation to their education and associated services, to staff with disabilities in relation to employment rights, conditions and opportunities and to all parents and members of the local community with disabilities in relation to additional services offered by or at Bailey Street AP Academy.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by Bailey Street AP Academy.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents

We will make reasonable adjustments in relation to teaching and learning and wider aspects of BAILEY STREET AP ACADEMY life to make sure that the educational environment is as accessible as possible.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both students and their parents and access to BAILEY STREET AP ACADEMY buildings, its facilities and amenities for all.

We will seek to foster a positive response to disability among all members of our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

At THE HOLLIES, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.

The Disability Equality Duty (DED)

1.2 THE HOLLIES' Strategic Priorities

BAILEY STREET AP ACADEMY are committed to achieving a level of excellence which ensures the success of every student. Ensuring the success of every student requires students who are responsive to learning, staff who are committed to the success of all students, and all parents to be supportive of the educational process.

Mission Statement

'To develop the partnership of THE HOLLIES, students, parents and the wider community to ensure an outstanding learning experience for everyone.

BAILEY STREET AP ACADEMY Aims

BAILEY STREET AP ACADEMY aims to prepare its young people for life and to equip them for citizenship'. The successful realisation of these overall aims will be through:

- improving the quality of teaching and learning which is fundamental to improving motivation, raising levels of achievement and generating a desire to learn for each individual;

a) BAILEY STREET AP ACADEMY aim to provide equal opportunities for all to develop their individuality and realise their potential.

- the delivery of the National Curriculum Programmes of Study, the setting of targets and the process of Assessment Recording and Reporting;

b) BAILEY STREET AP ACADEMY aim to enable students to acquire the knowledge, skills and understanding relevant to their present and future needs.

- recognising that each student is a complex individual with a wide range of different skills, abilities and interests and the need to develop the whole individual;

c) BAILEY STREET AP ACADEMY aim to foster qualities of creativity, imagination, independence, spirituality and aesthetic appreciation.

- recognising that for any individual to thrive and to show initiative they must feel secure and valued;

d) BAILEY STREET AP ACADEMY aim to provide a happy, secure and caring environment in which everyone can develop confidence, self-respect and self-esteem.

- recognising that society as a whole has an important contribution to make in realising these aims;

e) BAILEY STREET AP ACADEMY aim to enhance the educational and social development of students through partnership with parents and the wider community.

1.3 Strengths & Weaknesses

BAILEY STREET AP ACADEMY recognises that it has both strengths and weaknesses upon which to improve to ensure that all students, staff, parents, visitors and volunteers are not discriminated against due to their disability.

Strengths

Academic mentoring
Pastoral support system and staff
Physical environment
Accessibility

Weaknesses

Involvement in extra-curricular activities
Identification of disabled parents / carers
Physical environment
Accessibility

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| Timetabling of students to accessible classrooms where required | Promotion of disability awareness in the curriculum |
| Sensitivity in which BAILEY STREET AP ACADEMY address the issue of disabilities | Special resources available i.e. height adjustable cookers, physiotherapy rooms |
| Consultation with external agencies | |
| BAILEY STREET AP ACADEMY literature asking about disability / promoting the welcoming nature of the School | |
| SEND staff and resources | |
| Counselling services | |
| Communication via website / newsletters | |

2. The General Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of School life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for THE HOLLIES.

2.1 A Stakeholders' focus group

Develop a focus group as necessary.

3. The Specific Duty

3.1 Involvement of Disabled People in Developing the Scheme

BAILEY STREET AP ACADEMY have consulted disabled students, staff, parents and disabled members of the community who may use BAILEY STREET AP ACADEMY facilities, through:

- involvement of student representatives
- communication in the BAILEY STREET AP ACADEMY 'HERALD' newsletter
- consultation with external agencies

Examples of appropriate adjustments already made by BAILEY STREET AP ACADEMY are:

- Ramps and railings provided into buildings
- Substantial investment into ICT provision
- Disabled students to be timetabled appropriately i.e. appropriate classrooms
- Consultation with parents of disabled students prior to admission to begin planning arrangements
- Additional SEN Learning Support Assistants provided as required
- appropriate parking
- disabled toilet

BAILEY STREET AP ACADEMY records identify all students with SEN and/or a disclosed disability and records of their progress are kept. Any individual feedback from students, parents or carers regarding specific actions taken to involve students and the outcomes that have been achieved are recorded on the student's file.

BAILEY STREET AP ACADEMY recognise that students with a disability may face a range of barriers and discrimination. We will, wherever possible, endeavour to remove any barriers to disabled students, even if this means treating the student more favourably. BAILEY STREET AP ACADEMY do not tolerate discrimination or bullying on the grounds of disability.

3.2 Developing a voice for disabled students, staff and parents/carers

BAILEY STREET AP ACADEMY are committed to involving disabled students, staff, parents and carers in review meetings of this policy. The focus groups developed under section 2.1 will meet on a regular basis, no less than annually, and individuals will continue to be consulted, to further develop and monitor an action plan.

3.3 The Management Committee

All nominations received to become a member of the Management Committee of BAILEY STREET AP ACADEMY are treated equally. Disabled representatives are welcomed and proceedings are made accessible. The Management Committee are accessible to all parents and their contact details are made available. Regular articles in the school newsletter clarify the Management Committee's role and explain how it contributes to the life of the School.

3.4 Removing barriers

BAILEY STREET AP ACADEMY continue to be proactive in removing barriers to disabled students and members of the community that may wish to access THE HOLLIES' facilities. Action already taken includes:

- Ramps and railings
- Resources in enlarged print
- Availability of school literature in different formats when requested
- Specialist equipment made available to staff / students
- Disability awareness training is made available to staff.

3.5 Disability in the Curriculum, including teaching and learning

THE HOLLES encourage positive attitudes towards people with disabilities. THE HOLLIES' staff are aware of any disabled student's needs and make adjustments to their resources and teaching styles of these students wherever required. BAILEY STREET AP ACADEMY acknowledge Disability in the curriculum as a weakness and aims to make improvements by raising the profile of disability issues in the curriculum through our PHSE lessons.

3.6 Eliminating harassment and bullying

THE HOLLIES' Anti Bullying policy explains in how discrimination, bullying and harassment will be dealt with.

3.7 Reasonable Adjustments

Where a reasonable adjustment is made the relevant focus group or individual will be consulted in order to assess its effectiveness.

3.8 BAILEY STREET AP ACADEMY Facility Lettings

BAILEY STREET AP ACADEMY currently has no facility lettings in place.

3.9 Contractors & Procurement

Contractors and procurements from Staffordshire County Council's approved lists are covered by the County Council's DES.

In addition, the catering staff at Blessed William Howard High School, who currently supply our meals and food catering needs, promote that a range of foods e.g. vegetarian, gluten/wheat/dairy free are available to students to pre-order.

3.10 Information, Performance and Evidence

a. Student Achievement

Assessment data is recorded for all students' achievements including those with SEN or a disability. In addition, individual pupil plans include information relating to students' SEN or disability. An SEN register is maintained and updated no less than every half-term by BAILEY STREET AP ACADEMY SENCO. Records are kept that show individual assistance / interventions that each student is receiving (i.e. 1:1 or in-class support). Annual reviews of students with SEN and disabilities are conducted and include meetings with external agencies as required.

b. Learning Opportunities

There are increased flexibility programmes at BAILEY STREET AP ACADEMY for those who request or are chosen for this. Students with SEN or disability have regular meetings with the Careers Advisor. THE HOLLIS follow the information and guidance given by external agencies.

c. Admissions, Transitions, Exclusions (including SEBD)

Students with disabilities are not over represented in our exclusion figures. Student admission forms ask parents/students in a sensitive manner to disclose any disability in order to enable BAILEY STREET AP ACADEMY to aid disabled students to make the most of their time with us. A member of the Senior Leadership Team discusses each new intake with the relevant schools, and ensures that all staff are aware of individual needs. Any students with particular disabilities are invited with their parents to take a tour of the school and meet with a member of the Senior Leadership Team and a representative from the relevant external agency if appropriate, to discuss their individual needs.

d. Social Relationships

All students are integrated. Rooms are available at break and lunch times for social interaction. BAILEY STREET AP ACADEMY acknowledge that it is difficult to monitor ALL social relationships at lunch and break-times. Mentors monitor the social interactions within their year / tutor group.

d. Employing, promoting and training disabled staff

BAILEY STREET AP ACADEMY are an equal opportunities employer that has a staff that is representative of its local community. In line with Safer Recruitment selection guidelines, we operate an interview guarantee scheme for any disabled applicant meeting all of the selection criteria. Candidates invited to attend for interview are also asked if they have any special requirements that will enable them to attend.

3.11 Reviewing/Monitoring

Any action plan will be reviewed by the Senior Leadership Team and monitored by the Governing Body. This Disability Accessibility Plan will be reviewed and publicly commented via the website each year and will be revised every three years.