

BLACKFRIARS
ACADEMY
DISABILITY
EQUALITY SCHEME
AND ACCESSIBILITY
PLAN 2015-2018

Developed:

Revised: 2015

Review Date: 2018



DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN 2015- 2018

1A: The purpose and direction of the academy's plan: vision and values

Vision and values

(1) As an Academy

The Blackfriars Academy's statement of vision and values sets purpose and direction for the plan and provides a framework for evaluation.

The Blackfriars Academy provides quality education for students aged 11-21 years of age with highly individual personal learning requirements. The local community is as an integral part of curriculum planning for all students. The Blackfriars Academy is part of a Multi Academy Trust along with The Coppice Academy and Walton Hall Academy. We work under the umbrella of The Shaw Education Trust and closely with all its feeder schools, local FE colleges, other secondary schools and local employers.

(2) As a place of employment

As a place of employment the Blackfriars Academy will strive to meet the needs of all employees and to support their full inclusion into the workplace. Where necessary, reasonable adjustments will be made when accessibility needs are identified through audit. Blackfriars also provides tailored work related learning experience for some of its students.

(3) As a community resource

As an Academy we strive to provide a community resource that is completely accessible to all our stakeholders.

(4) Purpose

The purpose of the Blackfriars Academy disability equality scheme and accessibility plan will be to assess and evaluate present provision. The resultant information gained through audit will facilitate the removal of all barriers.

(5) Wider community

Blackfriars Academy works hard to ensure that our students can, with the support of the academy, access the wider community for work experience placements, vocational learning opportunities, visits etc

1B: Information from student data and academy audit

(1) Key starting points for the Blackfriars Academy's plan has been the assessment of:

- The nature of the academy's community:
- An audit of students, staff, parents/carers, MAT Council and other relevant stakeholders as appropriate.

In the summer of 2010, further internal work in the main building ensured that all corridors were resurfaced to ensure floors were non slip and level, ensuring safety for all but in particular those with mobility and visual difficulties. A significant amount of work has been undertaken and mobility difficulties can now be accommodated within the building. The Action Plan reflects further improvements identified within the SIP.

(3) The Disability Discrimination Act (1995) amended in September 2002 to extend to every aspect of education. The SEN and Disability Act 2002 (SENDA) makes discrimination against disabled individuals unlawful in respect of their access to education. For the purpose of this act an individual with a disability is:

One who has a physical or mental impairment which has a substantial and long term (at least 12 months) adverse effect on his/her ability to carry out normal day to day activities. The Act uses a wide definition of disability and may include those with;

- Physical or mobility impairment
- Visual impairments
- Hearing impairments
- Developmental difficulties such as dyslexia, dyspraxia, autistic spectrum disorders
- Medical conditions
- Mental health difficulties.

The Act makes it unlawful for the Governing Body to discriminate against a student with a disability. Discrimination can take place in two ways; treating a student **less favourably** for a reason relating to its disability and/or failing to **make reasonable adjustments** to ensure disabled students are not placed at a substantial disadvantage.

The Act applies to all activities/facilities provided for students and is anticipatory. It covers education and associated services such as

- Preparation for entry into the academy

- The curriculum and teaching and learning
- Classroom organization and timetabling
- Groupings of students
- Homework and access to academy facilities
- Enrichment activities to supplement the curriculum, including
- residential activities
- Academy policies
- Breaks and lunchtimes and interactions with peers
- Assessment and exam arrangements
- Academy discipline and sanctions and exclusion procedures
- Academy arrangements for working with other agencies
- Preparation of students for transition to the next phase of education.

This list is not definitive. Governors are expected to meet all challenges as they arrive. Staff at The Blackfriars Academy are highly experienced and motivated to provide quality education for all our students. Continuing Professional Development plays a role in ensuring that all staff gain ongoing knowledge and expertise relating to disability issues and their duty to provide reasonable adjustments.

The physical environment of the academy enables those with a physical disability to access all areas of the main site. Further developments will be highlighted in the Accessibility Action Plan.

The Blackfriars Academy curriculum is developed to enable those with a disability to access all areas. Further developments will be highlighted in the accessibility action plan. All Blackfriars Academy policies, practices and procedures relating to anti-bullying and harassment, enrichment activities, timetabling, intimate procedures and administration are developed, written and evaluated with regard to the special needs of the students and other stakeholders.

Information about The Blackfriars Academy is provided in a written format via academy brochure, newsletters and student reports. Information is also available from the academy's website. The need to provide alternative formats has now been addressed.

Blackfriars Academy Improvement Plan is a working document in which we strive to meet the needs of our present and future stakeholders. Relevant sections will be included in the accessibility action plan.

1C: Views of those consulted during the development of the plan

The Blackfriars Academy Disability Equality and Accessibility Plan has been informed by the involvement of and consultation with

- Students including Student Council
- Parents/carers
- Staff
- Governors

- External partners including SaLT, Local authority, physiotherapist, Occupational Therapist, Academy Nurse and Careers Service.

2. Developing the DES/AP

2A: Increasing the extent to which The Blackfriars Academy students can participate in the academy curriculum.

The working party looked to evaluate:

- The impact the delivered curriculum has upon students with disabilities.
- The effectiveness of short term planning in identifying the range of reasonable adjustments being made
- The appropriate deployment of adult and peer support
- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.

The working party used this information to develop the original three year rolling programme which has been updated regularly.

2B: Improving the physical environment of The Blackfriars Academy.

Attention was paid to:

- Safety of all entrances,.
- Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings. Improvements to toilets, washing and changing facilities
- Changes to the layout of the playground and other common areas
- The provision of particular furniture and equipment to improve access.

2C: Improving the delivery to disabled stakeholders of information that is provided in writing.

Attention was paid to:

- handouts, timetables, worksheets, notices, academy websites, letters, prospectus, information about academy events etc, through the use of Braille, large print, in simplified language, audio-tape, CD and DVD access, sign language, symbol system, read aloud software etc.

Identifying the appropriate format must take account of:

- The impairments: increasing access to information may be improved for particular groups of students by particular approaches.
- Preferences expressed by students or their parents/carers.

The working party used this information to develop the original three year rolling programme which has been regularly updated.

3. Making it happen

3A: Management, coordination and implementation.

- The Blackfriars Academy DES/AP will be reviewed and revised annually by the working party who will meet with representatives of the stakeholders.
- Findings of the review will be presented to the Headteacher and Governors of The Blackfriars Academy who will plan for any further reasonable adjustments.

3B: Publishing the Academy's plan.

The Blackfriars Academy's updated Disability Equality Scheme and Accessibility Plan will be available to all stakeholders through the Academy's. Printed copies will be available to stakeholders when requested.