



DISABILITY & ACCESSIBILITY POLICY

Updated May 2018

Approved by the Principal

This policy links to and should be read in conjunction with the following policies:

- Equal Opportunities and Diversity Policy
- Special Educational Needs (SEN) Policy
- General Data Protection Regulation Policy
- Mental Health Policy
- Complaints, Compliments and Concerns Procedure
- Grievance Policy and Procedure

1. Promoting Equality and Diversity

- 1.1 Everyone at Big Creative Academy has a responsibility for promoting equality and good relations between staff and students, and for avoiding discrimination and harassment against anyone for reasons of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation in accordance with the Equality Act (2010). The organisation actively promotes equality between people and supports a positive use of language in line with our core values.
- 1.2 The overall purpose of this policy is to develop and maintain a working environment, and to offer terms and conditions of service, which will enable suitably qualified persons with a disability to seek and maintain employment and students to study with Big Creative Academy wherever practicable. The policy complies with the requirements of the Equality Act (2010) and the wider expectations of the Academy's Equal Opportunities and Diversity Policy.

2. Student Admissions

- 2.1 The criteria for admission to particular courses of study will be made explicit to all applicants. Big Creative Academy will ensure that such criteria do not create unnecessary barriers to disabled applicants.
- 2.2 Big Creative Academy will make available information regarding the support facilities available to assist students with disabilities and physical access to and within buildings. Big Creative Academy will convey the willingness of the course tutors to seek all possible, reasonable adjustments for candidates who are disabled, to the applications, interview and admissions process, and to the courses of study applied for.
- 2.3 No applicant will be refused a place at Big Creative Academy on the grounds of disability before an opportunity has been provided for full consideration of the specific support or facilities required. The decision by Big Creative Academy to refuse an otherwise qualified candidate a place on the grounds that appropriate conditions of study cannot be provided will be taken by the Senior Management Team (SMT).

- 2.4 Big Creative Academy may, very exceptionally, reject an application on the grounds of disability "where all reasonable adjustments to the content, structure or delivery of the chosen course of study would nevertheless prevent the applicant from fulfilling a major part of the intended course's agreed and stated requirements", or "where Big Creative Academy is unable to provide suitable staff or facilities to enable a particular disabled student to meet a major part of the course's agreed and stated requirements", or "where admission of a disabled student requires arrangements which would constitute a serious safety hazard which cannot be reasonably overcome."
- 2.5 If a disabled student is rejected on grounds other than academic, a record of the decision and the reasons for it will be kept centrally. Big Creative Academy will give feedback to the applicant.
- 2.6 Big Creative Academy will promote an awareness and understanding of the ways in which curricular and other provision may be accessible or inaccessible to disabled people, and accessibility will be regarded as a core value in the design and delivery of courses and programmes of study, and in other provisions made for students (see Accessibility Plan at Appendix A). Potential applicants or students may discuss the course curriculum in advance, and the teaching and learning activities entailed. This is with a view to ensuring, as far as possible, that any necessary adjustments are identified or sought.
- 2.7 Big Creative Academy will provide appropriate mechanisms for the sensitive and lawful recording of information about disabled students, and the communication of their needs to staff whose action is required in order that these needs may be met. The operation of such systems will ensure that disabled students are well informed of their right to request confidentiality about the nature and extent of their disability, of the purposes to which the information will be put and of the intended audience for such communications.
- 2.8 Appropriate modes of examination and assessment will be determined after discussion between the students, member of staff designated by Big Creative Academy.
- 2.9 Any request for special consideration in relation to examination and assessment procedures must be supported by medical or other evidence.

3. Staff

- 3.1 Big Creative Academy will make information available regarding the support facilities available to assist disabled applicants. Job descriptions will include a statement, which conveys the willingness of the organisation to make all possible, reasonable adjustments required by applicants to assist them in the applications and interview process.
- 3.2 Big Creative Academy will consider any reasonable adjustment to either the work environment or work process of disabled members of staff or applicants in accordance with the duties of the Equality Act (2010).
- 3.3 Any such reasonable adjustments will be made following consultation with the individual concerned, relevant staff in Big Creative Academy. Where the proposed adjustments are deemed by not to be reasonable, such a decision must first be confirmed by the SMT.
- 3.4 Big Creative Academy's career development structures and processes will take account of any reasonable adjustments a disabled member of staff needs to perform the requirements of their post, and will take account of these in setting and measuring the objectives and outcomes for that individual.

3.5 All reasonable adjustments will be made to assist disabled members of staff in participating in training and development activities.

4. Students and Staff

4.1 Big Creative Academy will take all reasonable steps, within available resources, to enable participation by disabled students and staff in all aspects of the organisation on equal terms with other students and staff, thereby complying fully with the duties of the Equality Act (2010) and other relevant legislation.

4.2 A programme of improvement to the environments for learning, working, social interaction and living will continue to be implemented to support, as far as is reasonably practicable and within available resources, the full and effective involvement of disabled people, and full compliance with the duties of the Equality Act (2010). To support that programme Big Creative Academy will encourage academic and administrative departments to review regularly the accessibility of their provision for disabled students and staff, to produce ideas and plans for improving access, support and services for students and staff with disabilities both in the short term and in the long term.

4.3 Big Creative Academy will take all reasonable steps to ensure safe access and working, learning and living conditions within the Academy for all disabled students and staff.

5. Supporting Students with Disabilities

5.1 In further education the funding for disabled students is delivered centrally to the education provider and provision is made centrally. Practical delivery for the support recommended in the student's assessment of needs for DSA will be delivered primarily by the organisation's learning support provision.

5.2 This can include for example, learning support tuition, note-taking support etc. Students have the option to use their DSA to buy support provided by Big Creative Academy, to manage their own DSA support and to purchase this from agencies. It is important that the student is carefully advised of their options and makes a clear and informed choice regarding delivery of the support. The best support for the student would be that provided by Big Creative Academy at a level suitable for post-16 study. The organisation will provide a named representative from their staff, who has responsibility for co-ordinating the provision for disabled students. The Student Services and ALS team at Big Creative Academy will invite the named representatives from external organisations to attend twice yearly meetings at the organisation. The meetings will focus on information exchange, staff development, and sharing of good practice in relation to the support of disabled students' needs.

5.3 Outlined below are the steps that Big Creative Academy is expected to follow with regards to the provision of support for students with disabilities.

- a) Identification of student needs – at enrolment and during induction.
- b) Reporting back on students' needs to all tutors involved in the course delivery and fully documented on the student's ILP.
- c) Application to the local authority for disabled student's allowance by the ALS Lead.
- d) Level and provision of support agreed and by whom.
- e) Review of all learning environments to ensure accessibility and that they meet the student's needs.

- f) Alternative arrangements made for examinations and assessments and recorded in the exams office, with the awarding body and on the student's ILP.

6. Identification of Student Needs

6.1 Big Creative Academy is expected to seek to identify students with potential support needs. This includes the following:

- a) Checking student application forms for details of any disclosed disabilities
- b) Identifying any potential support needs at interview or open days and ensuring those requirements are planned for
- c) Encouraging disclosure of any longer term needs
- d) Considering any specific support needs at induction (e.g. ensure that the venue is accessible)
- e) Encouraging screening

6.2 Screening for specific learning difficulties is offered to further education students free of charge. The Inclusion Lead will use a dyslexia check list with students. They can then book in to see an advisor if they feel they would like to discuss it further.

6.3 Appropriate software, or an alternative screener, which screen for dyslexia and identifies learning styles may be available and students will be encouraged to use it. If the screening is positive for dyslexia, the student should be referred to an educational psychologist for a full diagnostic assessment.

6.4 Reference should be made to the Special Educational Needs (SEN) Policy for educational support.

7. Reporting on Students' Needs

7.1 Big Creative Academy will hold data on students who have disclosed on their application or at on-line registration that they have a disability. The organisation is responsible for checking this information and for informing the wider team of students with disabilities who have not disclosed. This will normally be done by the 30 September. The Inclusion Lead will add the information received into the MIS system and will subsequently provide the organisation with an update in any action taken.

7.2 For high needs students an assessment will be carried out, a report is sent to the student and the student's local education authority (or other funder), which includes any recommendations for support. A copy of the report will also be sent to the Inclusion Lead at Big Creative Academy at the student's request. The local authority is responsible for approving the recommendations made in the report.

8. Provision of Learning Support

8.1 Big Creative Academy is responsible for providing the identified support approved and funded by the local authority. There are a number of organisations that can provide assistance with meeting support needs.

- Dyslexia Action and The Professional Association of Teachers of Students with Specific Learning Difficulties can help source Learning Support tuition for students with dyslexia.
- The National Autistic Society can provide support for students with Aspergers syndrome.

There are also a number of agencies that may be able to source mentors and academic support workers to assist students with disabilities or learning difficulties:

- 8.2 Student Services and the Inclusion Lead at Big Creative Academy can also provide information and advice to named representatives from partner organisations with regards to meeting the support recommendations made in the assessment of needs report. Where possible they will help to identify sources of support (e.g. training in the use of assistive technology).
- 8.3 Student disability advice follows Big Creative Academy's policies for data protection and mental health.

9. Accessible Learning Environments

- 9.1 Under the current legislation there is a requirement that all learning environments should be accessible to disabled students. This might include for example:
 - Accessible teaching materials
 - Physical adjustments to equipment to give an accessible learning environment e.g. desks, chairs, laptops etc.
- 9.2 Big Creative Academy is advised to ensure that assistive and enabling technology is available to support access to the teaching and learning environment for students with disabilities. A loan pool of laptops with appropriate software is available to students at Big Creative Academy for this purpose.

10. Alternative Arrangements for Examinations and Assessments

- 10.1 The Inclusion Lead will ensure all alternative arrangements for examinations and assessments are in place prior to the exam/assessment taking place and notify the awarding body accordingly. The examinations officer will be responsible for ensuring all alternative arrangements are carried out.

11. Disability Awareness

- 11.1 Big Creative Academy will provide advice, information and training to increase awareness among staff and students of this policy and to give confidence and practical skills to those who will be working at different levels with disabled students and staff.
- 11.2 The protection and implementation of this policy is the responsibility of Big Creative Academy and everyone in it. All staff and students have a personal responsibility to adhere to and apply this policy.

12. Complaints Procedure

- 12.1 Big Creative Academy endeavors to provide an environment, which is supportive and fair. Where problems relating to the operation of this policy do occur students and staff are encouraged to advise a member of SMT as soon as possible.
- 12.2 Where a student complaint is not dealt with to the satisfaction of the complainant at an informal level the student should raise a formal complaint and follow the Complaints, Compliments and Concerns Policy.

12.3 Where a staff grievance is not dealt with to the satisfaction of the complainant at an informal level a grievance should be raised formally under the Grievance Policy and Procedure.

APPENDIX A: ACCESSIBILITY PLAN

This plan details Big Creative Academy's intentions to enable access for disabled students in terms of the buildings, the curriculum and information.

The key objectives (in line with DfE guidance) are:

- to increase access for disabled students to the curriculum
- to improve access to the physical environment of the school
- to improve the delivery of written information to disabled students when appropriate

PHYSICAL ACCESS		
AIM	STRATEGY (See section 1 below)	ACTIONS/TIMESCALES
<p>To ensure the Academy is aware of all areas of the premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.</p> <p>To identify aspects of the school where there are particular barriers for pupils with Sensory impairment.</p> <p>To identify areas which cannot be made physically accessible.</p>	<p>Physical access is audited as part of the Academy's access audit and use information to draw up an action plan to address any needs identified.</p>	<p>Physical access audit complete for Big Creative Academy locations</p> <p>Ensure physical access audit is completed ahead of new site operational date 1 September 2016.</p>
<p>To review regularly, and at least annually as part of the review of SAR all areas of the Academy in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.</p>	<p>Ensure that the new premises being leased from EFA takes into account the accessibility of the Academy as a whole and meets current accessibility standards outlined in the Equality Act 2010 and DDA</p>	<p>Weekly site meetings with EFA, technical advisors and contractors to ensure new site meets statutory requirements by 1 September 2016</p>
CURRICULUM ACCESS		
AIM	STRATEGY (See section 2 below)	ACTIONS/TIMESCALES
<p>To make all staff aware of the implications of the DDA and the range of identified disabilities</p> <p>To make staff aware of the National Curriculum Inclusion Statements i.e.</p> <ul style="list-style-type: none"> • Setting suitable learning challenges • Responding to pupils' 	<p>See section 2 for an audit of curriculum access</p>	<p>Staff awareness. Staff training takes place via INSET on an annual basis. Building Management / ALS teams trained in external agency support Aug 14</p>

<p>diverse learning needs</p> <ul style="list-style-type: none"> • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. • To ensure all staff use these to inform differentiated planning and provision across the school. • To make all staff aware of available specialist support. • To identify INSET needs. To carry out school audit of the 'wider curriculum' e.g. clubs, school visits etc. to ensure that disabled pupils can participate 		
To look at potential intake for following term/year to identify support needs	To liaise with feeder schools and interviews with new students and parents to take place to identify any barriers to access.	Interviews take place in the Summer term. Needs identified and addressed as necessary.
ACCESS TO INFORMATION		
AIM	STRATEGY (See section 3 below)	ACTIONS/TIMESCALES
To identify any materials and events where access to information may need to be adapted in order to ensure that disabled pupils and/or parents have full access to information.	Refer to section 3 and create alternative means of communication as needs identified. To maintain above practice and review on an annual basis	All publicity to carry the Academy disability statement. Information available for parents and students in a variety of formats when requested.

Section 1: Physical Access Strategy

STATEMENT	EVIDENCE	ACTION REQUIRED
The size and layout of areas allows access for all pupils including: Academic areas e.g. classrooms, assembly hall, outdoor facilities, social facilities e.g. common rooms, outside areas	Big Creative Academy sites are designed and built to meet current accessibility standards. The training centre is laid out across two floors with door widths and ramps wheel chair accessible.	None required

<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed.</p>	<p>Clifton Avenue Campus was designed and built to meet current accessibility standards. It is laid out across two floor with door widths and lifts that are wheel chair accessible.</p> <p>Clifton Avenue Campus has a male and a female disabled toilet with hand rails, emergency alarm and changing beds if needed.</p>	<p>None required</p>
<p>Pathways of travel around the CLC site and parking arrangements are safe logical and well signed.</p>	<p>As a small building of 500 square metres there are no issues with pathways of travel. The parking area is clearly signposted.</p>	<p>None required</p>
<p>Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability. Alarms have visual and auditory components.</p>	<p>The alarm system has an auditory component. The 2 fire wardens are trained on how to support the evacuation of students with a visual impairment</p>	<p>None required</p>
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<p>Décor and signage are clear and displayed clearly in reception and across the centre.</p>	<p>None required</p>
<p>All area to which pupils have access are well lit</p>	<p>All areas of the buildings are well lit including emergency lighting in the case of a fire. The building team ensure that new bulbs are purchased / replaced as required</p>	<p>None required</p>
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's accoustics, noisy equipment etc.</p>	<p>Acoustic treatments have been completed. Tutors instructed to monitor / manage studio sound levels</p>	<p>None required</p>
<p>Furniture and equipment are selected, adjusted and located appropriately. e.g height adjustable tables available, low level sinks.</p>	<p>All furniture to be purchased to be height adjustable.</p>	<p>None required</p>

--	--	--

Section 2: Curriculum Access Strategy

STATEMENT	EVIDENCE	ACTION REQUIRED
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	Academy lead and support tutors are made aware of students' individual needs and can access further information and support via the Inclusion Lead central database.	Additional specialist one-one support sourced through local authorities for young people with severe additional learning support needs (before young person approved to start)
Classrooms are optimally organised for disabled pupils	All students have access to all school classrooms. Seating and tables are arranged to ensure optimal opportunities for effective learning and teaching. Interactive whiteboards and projectors in all classrooms. Teachers are provided with information/training regarding individual needs of students with hearing/visual impairments and other physical barriers to learning and participation.	Ongoing development of ICT facilities
Lessons provide opportunities for all pupils to achieve	Differentiation for student diversity is central to lessons/extra curricular activity provision across the Academy. Tutor support is targeted at students who require additional assistance in appropriate subjects.	Ongoing development of schemes of work and lessons to integrate differentiation by task, resource, support or outcome to allow all students to access appropriate learning goals.
Lessons are responsive to pupil diversity	Differentiation for student diversity is central to lessons/extra curricular activity provision across the school. The new Inclusion handbook is a resource to assist teachers in this area.	Teachers continue to plan for differentiation in teaching and learning.
Lessons involve work done by	Classroom learning and	Ongoing development of

individuals, pairs, groups and the whole class	teaching activities integrate opportunities for paired and group activities in addition to groupings catering for visual, auditory and kinaesthetic preferred learning styles.	learning and teaching approaches integrating, for example, self and peer assessment opportunities (Assessment for Learning).
All pupils are encouraged to take part in music, drama and physical activities	The school has opportunities for study in these areas as both statutory curriculum provision and within an extensive extra curricular programme. Particular focus has been given to students who have been identified as non- participants in additional physical activity with a view to engaging them.	Continue to develop student involvement in extra-curricular activities (target=100%). Extra-curricular activities/opportunities/parental engagement to be discussed at Meet the Tutor day.
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g, slow writing speed for dyslexic pupils.	Differentiation for student diversity is central to lessons/extra curricular activity provision across the school. SEND/ILP information is available on staff public. Training tools on VLE. Staff CPD training available and is ongoing.	All relevant staff receive information via student ILP's. Inclusion Lead to continue to raise awareness of additional needs.
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Lesson planning in practical subjects integrates differentiation by task, resource, support or outcome to allow all pupils to access common learning goals.	As above.
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education.	Consultation takes place with referring school / LA when necessary to plan appropriate programmes. Students and parents play a key role in planning appropriate alternative experiences.	Currently there are no activities that young people with disabilities are not able to participate.
Access to computer technology is appropriate for students with disabilities	All ICT resources are available to all students. In addition, students with specific learning needs, laptops are available for additional access to ICT.	Ongoing development of ICT facilities to further enhance the learning opportunities for students with SEN.
School visits, including visits abroad, are made accessible to	All extra curricular activities and school trips are open to all	Nil at this time.

all pupils irrespective of attainment or impairment	students.	
All staff have high expectations of all pupils	Student target setting, monitoring and reporting mechanisms ensure that all staff are aware of the academic capabilities of all students.	Intervention as required for individuals and/or groups of students.
All staff seek to remove all barriers to learning and participation	In addition to the pastoral system supporting all students in school ensuring they are aware of and actively work to achieve their academic and personal potential.	Ongoing action raising levels of staff awareness of student diversity and strategies to cater for the learning needs of all students

Section 3: Access to Information Strategy

STATEMENT	EVIDENCE	ACTION REQUIRED
The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	All current publicity carries the Academy accessibility statement signposting how to access further support. Web builds conform to general accessibility guidance including a text only website with auditory function.	Liaise with LA support service to provide appropriate advice on the production of standard forms of printed information should the need arise.
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud, powerpoint presentations and describing diagrams.	In lessons: information presented in a way that all students can access. In presentations to parents there are powerpoint presentations on large screens in every training room.	Liaise with the LA to provide staff with guidance on presenting lessons/parents' information evenings in a user friendly way should the need arise.
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille	Resources produced suitable for all students and adapted to individual needs	To liaise with LA support service should the need arise.
Staff are familiar with technology and practices developed to assist people	Staff adapt resources to address the needs of the individual – SEND team of staff	Training would be sourced should the need arise

with disabilities.	available for support/guidance	
--------------------	--------------------------------	--