

Bradford Forster Academy

Accessibility Policy

2025-26

Bradford Forster Academy is a faithful, collaborative, inclusive, aspirational, student-centred Academy. We have high ambitions for our students and strive to ensure that all our policies and practices enable the students to leave the Academy ready to embark on a successful future, fulfilling their own ambitions and making a positive and transformational contribution to society.

We strive to reflect our academy Christian values of Respect, Growth, and Community whilst following our strapline of **'Everything is possible for one who believes'** (Mark 9:23)



Aims of Policy

This policy will aim for a number of outcomes:

1. It will explain what Accessibility in our academy means to us
2. It will explain how we go about identifying the barriers to learning
3. It will explain how we intend to overcome such barriers, and seek to provide an enabling and learning environment
4. It will show how we intend to be a fully inclusive academy of learning where Students' needs are treated individually.

Policy Statement

Bradford Forster Academy believes that everybody has the ability and the right to learn and to develop and contribute to academy and local community life.

We treat everybody as individuals and understand that everybody's needs are different and that it is this variety of differences that makes our academy unique in quality and richness.

It is our belief that everybody has valuable contributions to make, and we will work together and with parents, carers and partners across a variety of sectors to achieve our aims. Together we will aim to do everything possible to enable every student to achieve their goals and realise their aspirations. We will do this in a way that controls and measures risk in a stimulating environment that enables each person to contribute as fully as possible to academy life and take away a rich and positive experience into adulthood.

1. We will work to understand what our statutory duties are in relation to Accessibility.
2. We will work with parents and carers to identify any barriers to learning.
3. We will work with parents, carers and partners across a variety of sectors to break down the barriers and identify and manage any associated risks.
4. We will ensure that good and effective communication channels are in place to ensure that we are effective in managing all known situations.

How we will identify barriers

We recognise that barriers to learning show themselves in many different ways, they may be in the form of physical or learning difficulty or disability, audio or visual impairment or language barrier or less obvious are the physical and/or mental health problems which may be chronic and long term or acute in their onset.

Bradford Forster Academy may recognise or raise a concern in relation to the needs of our students however, we feel that is the responsibility of the parents and or carers to raise and or make the academy aware of known conditions or issues that might impact on or be a barrier to learning.

In addition, we will ensure that accessibility is mentioned in our prospectus and any related communications, and we will have a designated person on the senior team who will take the lead.

How we will attempt to overcome the barriers

1. We will work in partnership with parents, carers and other identified partner agencies.
2. We will ask parents and carers on a regular basis about current conditions or circumstances or changes in condition or circumstances that might impact on learning.
3. We will convene a meeting in the academy to look at the circumstances or condition or change in circumstances or condition.
4. We will agree an individual action plan / risk assessment that will aim to overcome the identified barriers to learning that may include some/all the following;
 - Ensure that students are treated as individuals
 - Identify a named person as direct contact person
 - Convene a meeting in school with the parents, carers and identified partner agencies to attempt to reach a view on what the barriers are to learning and a consensus on how we get over them; this may include:
 - Overview of the condition and its impact on the individual
 - What things needs to change/be adapted /business needs
 - Agreed communication channel
 - What to do in an emergency
 - Risk assessment
 - Date for review

Bradford Forster Academy intends as far as possible to be as fully an inclusive place of learning and to that end we will:

- Create over time a benchmark against which our commitment to accessibility will be set:
 - Physical access
 - Website
 - Communications
 - Teaching and learning (incl. curriculum access)
 - Working with partner agencies
- Periodically assess the effectiveness of this policy and ensure that any necessary changes are made
- We will be creative in our attempt to overcome barriers whilst recognising the business constraints
- We will identify a mechanism for reporting back to the governing body on a regular basis the effectiveness of this policy

Current Position

1. All buildings on the site have either level or external ramp access to ground floor areas.
2. Lift access to the first and second floor is available in the main building.
3. Disabled toilets are in all buildings and all floors.
4. Shower facilities are available.
5. All buildings were built to comply with DDA building standards.

Plans for the future

To underpin the Accessibility Policy the academy has an ongoing process of identifying target areas (Accessibility Strategy)

- Environmental
- Communication
- Teaching and Learning (incl. curriculum access)
- Working with other agencies

This process is used to identify and measure generic accessibility issues.

In addition to this, individual accessibility action plans are developed for particular students presenting with difficulties and or barriers to learning. These action plans are used to identify solutions and agree expected outcomes and any support needed to overcome them. Any needs that are identified in the action plans are dealt with as soon as possible by all partners giving due regard to business needs and availability of funding.

Accessibility Strategy 2025 - 2026

Target area	Action required	Progress	Outcomes/Measure	Owner
Environmental	To respond to identified needs for aids, adaptations and related service requirements.	Identified by individual needs/requirements.	Source funding options/monitor applications, audit & report back to governors.	Vice Principal (Behaviour, Attendance and Inclusion) and SENDCo.
	To review accessibility of site and make any necessary adjustments in line with DDA or individual needs	Identified by individual needs/requirements.	Source solutions and implement reasonable adjustments to the physical space of the academy.	Academy Business Leader
Communication	Review of current information and format going out to students/parents.	Identify and improve written forms, i.e. newsletters, communication to parents/carers/website. Use of Edulink and ClassCharts to communicate with parents and students	All communication sent out is accessible, is in plain English/undertake audits/questionnaire students/parents/carers Increased number of parents signed up to use the apps	Vice Principal (Behaviour, Attendance and Inclusion) and SENDCo.

	<p>Strategies to support communication of key information to disabled students and their parents.</p> <p>Policies to be meaningful, appropriate and aligned. Bring together key people / specialists in the field to review policies and associated materials.</p>	<p>Regular opportunity to meet with SENDCo particularly at important transition points such as KS3-4 pathways transition.</p> <p>Ongoing programme of policy reviews through appropriate subgroups and specialist input (for e.g., SENCO) which are circulated to committees, H&S staff / trade union reps for comments and feedback</p>	<p>All students and their parents feel supported and informed; parent voice.</p> <p>Appropriate actions/decisions are taken because of effective communication.</p> <p>All stakeholders become fully engaged. Policies are reviewed and appropriate to need / To create a policy matrix / Effectiveness of policies become evident.</p>	<p>Vice Principal (Behaviour, Attendance and Inclusion) and SENDCo.</p> <p>Governing Body</p>
Teaching & Learning (incl. access to Curriculum)	Create & agree individual accessibility plans to meet physical / emotional need.	Individual plans drafted and agreed by all parties.	Individual plans in place to allow students to access curriculum.	Vice Principal (Quality of Education) and SENDCo.

	Create and implement individualised strategies to meet identified needs.	SENDCo maintaining up to date SEN register detailing a range of teaching strategies that work for individual students; communicated regularly with teaching staff.	Students with physical / emotional disabilities able to participate in the school's curriculum alongside peers	Vice Principal (Quality of Education) and SENDCo.
	Culture and ethics of the Academy to promote inclusivity.	Continue to strengthen Academy ethos/philosophy.	Observed and measured through student and staff conduct and attitudes.	Principal / All staff.
	Continued CPD/training and raising awareness where needs identified.	SENDCo to prioritise training/CPD (ie through training in areas such as autism awareness).	Key staff to have training / greater understanding of needs which will in turn ensure appropriate and effective responses.	Assistant Principal (Personal Development) and SENDCo.
	Continue to seek and offer a wide range of courses / subjects to cater to different needs & abilities	Ongoing yearly review of curriculum to identify new opportunities/courses available	Range of courses / subjects ensures opportunities for students regardless of ability or need	Vice Principal (Quality of Education)

Working with partner agencies	Ongoing practice of working with partner agencies	SENDCo to develop and maintain effective relationships with partner agencies and contact as needed to utilise support available	Meetings and timely communication take place. All partner agencies consulted as and when necessary	Vice Principal (Behaviour, Attendance and Inclusion) and SENDCo.
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