



**BRADFORD ACADEMY
TRUST**

Responsibility | Respect | Resilience



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

**A shining light in our
community**

You are the light of the world. A city
on a hill cannot be hidden. - Matthew
5:14b

Accessibility Plan

Approved by:	RMC	Date: October 2025
Last reviewed on:	September 2025	
Next review due by:	September 2028 (Every three years)	
Related Documents		
Guidance		
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Accessibility Policy Statement

October 2025

The purpose of this policy and plan is to improve the accessibility to the curriculum, physical environment and information for learners with disabilities.

The documents will identify current provision and planned improvements along with the members of staff responsible for investigating and accessing these improvements.

The plan is defined by the Equality Act 2010, which replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the current law is the same as it has been in the past in that cannot discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The exceptions to the discrimination provisions for schools are all replicated in the current act such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character. The Equality Act extends unlawful discrimination to learners who are pregnant or have recently given birth, or who are undergoing gender reassignment. The Accessibility Plan is specific to learners with disabilities.

Definition of Disability

The Equality Act defines a 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, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.”

Reasonable Adjustment

A school has a duty to make reasonable adjustments for learners with disabilities. This duty is summarised as follows:

- Where something a school does places a disabled learner at a disadvantage compared to other learners then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled learners when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the learner faces in comparison to non-disabled learners.

The accessibility plan identifies current “reasonable adjustments” and identifies potential improvements to be investigated.

The Curriculum

This section of the Accessibility Plan is monitored by the Primary Principal and Vice Principal (Secondary), who lead curriculum development.

Since the Academy opened the curriculum has developed radically so that students are now able to progress in different subject areas at different rates appropriate to ability. Learners join the Academy from a diverse community with a broad range of abilities and our curriculum reflects the needs of the learners we serve. This is true from Reception to entry in year 7 where students experience a transitional approach from primary to post 16 where learners have access to a range of academic and vocational pathways designed to prepare them for further education and the world of work

beyond. We are a truly inclusive school and our curriculum is designed to support the needs and aspirations of all. Further information about the curriculum can be found in the Curriculum Policies.

As a principle, learners with disabilities access the same curriculum opportunities as all learners. Where possible, reasonable adjustments are in place to maximise these opportunities:

- Differentiated learning
- A range of curriculum pathways to include a wide range of abilities
- Adapted equipment and classroom furniture
- Use of ICT and other technology
- Lead Teacher for learners with physical difficulties
- Lead Teacher for learners with Autistic Spectrum Conditions
- Adapted material for learners with visual impairment
- Routine use of radio mikes where learners have hearing impairment
- A pastoral support network, including the Multi-Professional Team
- Additional adults to support curriculum accessibility
- CIAG personalised to learner need
- Accessibility Arrangements for external examinations
- Training opportunities for specialist staff to support learners with disabilities
- Training opportunities for staff and individual support for staff from Lead Teachers to meet the needs of learners with a range of disabilities.

However, the Academy recognises that some learners with disabilities have individual requirements that need to be met through a personalised curriculum and learning plan. Learners may need short- or long-term adaptations to the curriculum to ensure they make the best possible progress and have the best possible outcomes. Some learners may need adaptations to the curriculum to ensure health and wellbeing at school. Learners may have Education Health Care Plans (previously Statements of Special Educational Needs) but they may also have SEND provision at Range 2 or 3. Adaptation to the curriculum will be made on an individual basis in consultation with the learner and their parents or carers. Further details of these arrangements can be found in the Special Educational Needs and Disabilities Policy.

Physical Environment

The Bradford Academy building, including the John Craig Centre is accessible for learners with disabilities. Evacuation procedures and escape routes for learners with disabilities are carefully planned and published. Provision includes:

- Wheelchair access provided for all entrances ensuring all parts of the building and external grounds have full access.
- Lifts installed in the school building so all classrooms are accessible. Priority access for disabled learners during movement between lessons.
- Hygiene rooms equipped to meet the needs of learners with physical disabilities
- Organisation of social areas, e.g. Café Mojo and the Forum facilitate access for learners with wheelchairs or mobility difficulties
- A Care Team as well as Learning Assistants employed to ensure all learners can physically access the whole of the curriculum.

- Specialist IT equipment for learners with physical disabilities to both access the curriculum and communicate effectively
- Specialist equipment bought eg hoists to facilitate safe lifting and support for learners who are not self-supporting
- Provision for health and well-being programmes to take place during the school day, e.g. private space for physiotherapy sessions
- Sensory Space for learners who need support to regulate over-stimulation
- Assessment and adaptation of learning outside the classroom to include learners with disabilities

Other reasonable adjustments and adaptations required by individual learners with disabilities are considered on an individual basis. The Academy works hard to ensure learners with disabilities are included in all aspects of school life.

In any building projects, accessibility, and usability by learners with disabilities is considered at the planning stage.

Information

At Bradford Academy, information for learners is disseminated through the Form Tutor programme. Learners with disabilities are full members of Form Tutors unless there is an individual need for them to be dis-applied. Form Tutors and support staff ensure that information is understood by all learners, regardless of individual need.

Bradford Academy recognises that learners with disabilities are often vulnerable. The SEND team ensure that key information about learner safety and well-being is understood.

Information and consultation documents that are part of the SEND review process, particularly those used in the EHCP review process are differentiated to the needs of different disabilities.

Accessibility Plan: Development

Area	Aim	Success Criteria	Actions	Key Staff	Resource	Interim review date
Curriculum	Develop the accessibility of learning materials for learners with disabilities.	Learners with processing difficulties, e.g. ASC, can access lesson resources outside the classroom. Learners with VI can access lesson resources using accessibility software. Learners with disabilities can easily access to home learning tasks without relying on their own recording. Learners with disabilities make better than expected progress.	- Use of the Teams and Docsplus (including clicker) platform is developed across the curriculum. - Differentiated curriculum materials are routinely posted on Teams and docsplus. - Learners with disabilities can access Teams independently - Home learning tasks and support materials are routinely posted on Teams. - Support staff monitor the use of Teams/Docsplus and Clicker by learners with disabilities - Progress of learners with disabilities is monitored.	JSE	Training time for teachers to learn how to use bespoke tech as a learning tool.	April 2026
Information	Develop the accessibility of learning materials for learners with disabilities.	Learners with processing difficulties, e.g. ASC, can access information independently Learners with VI can access information independently		HOD HOD JSE RWY	Time for RWY and SRY to work with learners to skill them in the use of Docsplus Time for support staff to learn Teams and Docsplus	April 2026 April 2026
Curriculum	Develop expertise in latest technologies to support disabled learners	Key staff can offer informed advice on technology solutions to difficulties experienced by learners with disabilities	Liaise with LA support for disability technology Develop links with colleagues in Special Schools as a resource Research BETT & NASEN advice on technology for disability learning Liaise with PD link, particularly around PD net award	RWY	Membership of NASEN Representations at local and national NASEN events SENCO network meetings PD net friendly award	January 2026
Environment	Development of use of John Craig Centre for inclusion in PE	Equipment suitable for use by disabled learners is available in JCC.	Identify suitable gym equipment and ways to use existing equipment Train member(s) of support team to supervise gym use	KMS	Training costs and time for support staff Time to train learners in gym use	April 2026

	and health and wellbeing	Increased use of JCC during PE sessions by learners with disabilities Increased use of JCC during after school by learners with disabilities	Teach disabled learners how to use equipment safely Encourage and support use of JCC gym	KMS/ KSP	JCC time for disabled learners After school support costs and possible transport costs Possible adaptation of PE curriculum, including use of mencap and external sporting coaches	
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Monitoring and Evaluation

The effectiveness of the Accessibility Plan is monitored through regular reviews, learner voice feedback, parental input, and analysis of progress data. The SEND team and senior leadership evaluate the impact of reasonable adjustments and ensure continuous improvement.

Safeguarding and Accessibility

Accessibility is closely linked to safeguarding. Learners with disabilities may be more vulnerable, and staff are trained to recognize and respond to safeguarding concerns. The Accessibility Plan supports the school's safeguarding strategy by ensuring all learners can access support and report concerns safely.

Digital Accessibility

The Academy is committed to ensuring digital resources meet accessibility standards, including compliance with WCAG guidelines. Online learning platforms, digital documents, and communication tools are reviewed regularly to ensure they are usable by learners with a range of disabilities.