



27 QUEEN SQUARE • BATH • BA1 2HX
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THREE YEAR DISABLED ACCESS PLAN

Introduction

This policy has regard to the SEN and Disability Code of Practice, 0-25 years (SEND Code 2015, updated 2020).

Bath Academy's policy is to meet all legal requirements in this area. This Accessibility Plan therefore sets out how the College is planning to meet the needs of disabled students and increase accessibility for them.

This Plan will be made available to interested parties at all reasonable times, as required under the legislation. It covers the period 1 March 2025- March 2028.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-today activities. Reference to 'disabled people' includes disabled children, young people and adults, as students, employees, governors, parents and carers and other members of the wider community that might use College premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- cancer
- diabetes
- epilepsy
- HIV
- multiple sclerosis
- hearing or sight impairments
- mobility difficulties
- people with mental health conditions or learning difficulties/disabilities

Increasing accessibility

This Plan covers the following areas:

- Increasing access for disabled students to the College curriculum
- Improving access to the physical environment of the College



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- Improving the delivery of written information to disabled students

In drawing up the Plan, account has been taken of the fact that there are usually a number of students who have identified learning difficulties. Identified issues include e.g., dyspraxia. These are dealt with through a variety of means:

- Initial assessment and identification of needs
- additional time given for exams where assessed as necessary;
- provision of auxiliary aids and services e.g., reading pens
- staff are made aware of Educational Psychologists' reports and Learning Profiles drawn up by the SENCO and are asked to take account of difficulties which the students may encounter

There are other students at the College who suffer from medical conditions which are generally not regarded as disabilities but may become so owing to their nature, or if they become severe. For reasons of medical confidentiality this Plan cannot go into details of arrangements made, however, the personal tutors are fully aware of the details of all such cases and advise the teaching and other staff as necessary of adjustments which may need to be made from time to time.

Access to the School curriculum

Issue	Resolution	Date	Progress
Growing number of applications from students with mild and moderate learning difficulties.	<ul style="list-style-type: none">• Further INSET training for teaching staff	Ongoing since academic year 2021-2022	Level 2 Autism Training for all staff completed September 2021; specialist training in teaching strategies September 2023



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Increased number of students with 'high functioning autism' (often with an EHCP)	<ul style="list-style-type: none">• Begin plan to become an 'autism friendly school'	September 2025	
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Improving Access to the Physical Environment

Issue	Resolution	Date
Potential need for classrooms to be re-designated if wheelchair user accepted into School		As required (not currently applicable)
Inability of wheelchair user to gain access to upstairs classrooms and Art room.	Adjust timetable so that classes are scheduled in ground floor rooms and provide laptops. Use of bathroom next to computer area in Queen Square.	As required (not currently applicable)
Some rooms may need acoustic treatment for background noise/echo (hearing impaired students)	Sound proofing of Room 1	Completed 01/12/2023

Improving the delivery of written information

Issue	Resolution	Date
Visually impaired students may need large print/symbols /audio/Braille material	Use IT facilities to produce large print/symbol documents; audio/Braille to be investigated if required	As required (not currently applicable)



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Reviewed: March 2025

Next Review: March 2028

Responsible Officer: Laura Willmington

Tim Naylor

Signature: