



Cabot
Learning
Federation

Accessibility
Plan -
Broadoak
Academy

Version 1.0 January 2021

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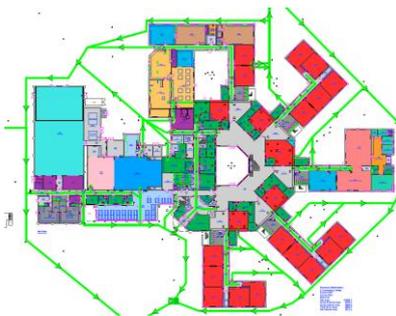
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1 Introductory Statement

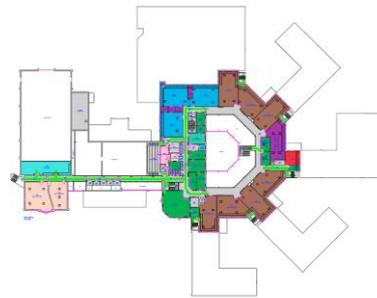
- 1.1 This Accessibility Plan has been drawn up in consultation with the Senior Operations Manager and SENCO of the Academy and covers the period from January 2021 to January 2024. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

- 2.1 The Academy's layout and facilities



Ground Floor



First Floor

- 2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies 2 floors with a lift to the first floor. The academy has outside spaces which are fully accessible and has disabled toilets and changing facilities.
- 2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:
 - increase the extent to which disabled pupils can participate in the Academy curriculum
 - improve the physical environment of the Academy to increase access to education by disabled pupils
 - improve the delivery of information to pupils, staff, parents and visitors with disabilities.
- 2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all

staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the Academy Council. There will be a full review of the Plan in January 2024 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3 Increasing the extent to which disabled pupils can participate in the Academy curriculum

| Targets | Strategies | Outcome | Responsibility | Goals achieved |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum. | Training of staff. | Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum. | | Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations. |
| To increase the extent to which disabled students can participate in the curriculum | Ensure that students with disabilities can access full range of extracurricular opportunities | All students and parents/carers provided with Broadoak Extra information via website/FB/Twitter/student bulletin | Admin Team | Students with disabilities attending extracurricular activities |
| | Early identification of needs of students with disabilities | Meetings with key staff from partner primary schools at transition. Meetings with parents to plan for needs through Health Care Plans or SEND meetings | SENCO/Head of Lower School | Plans in place and students able to access full curriculum |
| | Use of the Broadoak Hub to provide students with disabilities personalised curriculum to meet needs as appropriate | Needs identified through Health Care Plans or SEND reviews (including EHCPs). Review of provision through SSMs. | Year Leaders SENCO | Students with disabilities have attendance in line with Academy average |

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| To improve the availability of accessible information to disabled students | Ongoing use of new technologies to support delivery of information to students with disabilities | Regular training/attendance to network meetings to develop knowledge of new technologies available | SENCO | New technologies are understood and used by staff where appropriate |
| | Ongoing switch from Teacher Guidelines to Pupil Passports to ensure Student Voice embedded as part of sharing strategies with staff to ensure work/information is accessible for all | Students work with key workers to develop 'pupil passports' | SENCO /Student Support Team | Lesson Obs/Learning Walks demonstrate good or better teaching across the Academy, with well-developed differentiation strategies implemented |
| | Ongoing training for SST staff so that needs of students are understood and appropriate adjustments can be made as needed | Use Student Focus Meetings to disseminate training to all staff | SENCO / Assistant Principal | Parent and Student Voice through SEND/EHCP reviews indicate that needs are met |

4 Improving the physical environment of the school to increase access to education by disabled pupils

| Targets | Strategies | Outcome | Responsibility | Goals achieved |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------|
| To improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided | Maintain the quality of the Academy buildings and access routes so that easy access is possible for all | Regular site inspections; work in maintaining accessibility is prioritised | Senior Operations Manager / Site Manager | All students can access all areas of the Academy easily |

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| Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments. | Seek advice from LA sensory support service on appropriate colour schemes. | Some areas are made more accessible to visually impaired children. | SENCO | Physical environment improved. |
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5 Improving the delivery of information to disabled pupils

| Targets | Strategies | Outcome | Timeframe | Goals achieved |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------|
| Ensuring availability of written material in alternative formats. | Become aware of the services available through the LA for converting written information into alternative formats. | If needed, the School could provide written information in alternative formats. | Ongoing | Delivery of information to disabled students is improved. |
| Ensuring all information is shared in a variety of ways within the classroom. | All information to be presented in written and verbal format with images where needed, | Students can access all information provided. | Ongoing | Delivery of information to disabled students is improved. |
| School to use more visuals around the building for rooms/toilets/other facilities. | Senior Operations Manager / SENCO to look at increasing visuals around the school. | Students able to access the building more easily. | Ongoing | The building will be more accessible to those who have language needs. |

Approved by: *Kathleen McGillicuddy, Principal*

Noted by Academy Council on: 11th February 2021

Review date: January 2024

