



Accessibility Plan

Date Published	March 2018
Version	2
Approved Date	May 2021
Review Cycle	Every Two years
Review Date	May 2023

An academy within:



“Learning together; to be the best we can be”



1. Access and School Policy and Procedures

- 1.1. We adhere to Equality Act of 2010 throughout all our policies and practice to ensure our students access learning and the school environment.
- 1.2. We have three key areas of work to focus on
 - 1.2.1. Access to the curriculum
 - 1.2.2. Improving access to the physical environment
 - 1.2.3. Making information accessible

2. Access to the Curriculum

- 2.1. We provide a differentiated and personalised curriculum which is based National Curriculum and each students' individual education plan based on their Education and health Care Plan. We ensure all learners can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For learners to access the curriculum lessons are highly differentiated, personalised and take account of individual learning needs. Priority is placed on pupil participation, as independently as is possible. Adults are clear about the learning objectives of the lesson, class and individuals. Good communication is supported by the use of signing, visual cues and symbols. All learners have access to appropriate computer technology, individualised resources, programmes and equipment to aid their learning.
- 2.2. The school has access to a regular NHS Physio, occupational and speech & language therapists who have particular key learners on their caseload. The speech therapist advises the school on supporting communication difficulties throughout the school.
- 2.3. The school also has access to specialist school nursing service who ensure learners are able to access school and support their physical health.
- 2.4. As part of the Family Support Team mental health/wellbeing sessions and class support is offered to help students engage in learning activities.
- 2.5. The school will continue to seek and follow the advice of 'Nexus', LA services, such as specialist teacher advisers and SEN advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable learners to reach their full potential. This will be assessed and planned as part of learners Education, Health & Care Plans.



- 2.6. We are continuing to develop work on a whole school curriculum and this is opening access to a wider and broader curriculum for all our learners KS1-3. Students in EYFS and 6th Form have their own curriculums based on national expectations, guidance and good practice.
- 2.7. We continue to personalise learning for our students which opens up access to their own learning in the most accessible way individually.
- 2.8. We continue to offer a range of therapies which help our students to engage in learning and make continued progress. These include rebound therapy, hydrotherapy, intensive interaction, sensory integration and physical activities which support access to learning and engagement in activities.
- 2.9. Actions
 - 2.9.1. Continue to develop a whole school curriculum KS 1-3 implement, embed, evaluate and adjust.
 - 2.9.2. Continue to purchase new resources toward developing key curriculum areas linked toward a whole school curriculum.
 - 2.9.3. Make individual changes for students to access learning around individual therapies.
 - 2.9.4. Continue to develop appropriate places and spaces in the school and for outdoor learning to maximise learning.
 - 2.9.5. Develop the learning house, external spaces and bespoke learning for 6th Form learning

3. Access to the Physical School Environment

- 3.1. The building has been adapted to suit learners with mobility difficulties. The outdoor area is also fully accessible and grounds maintained so that they can be used as outdoor classrooms, weather permitting. We now have 3 permanent canopies so our pupils can access an outside environment all year round. We are also using a combination of marquees and all-weather tarpaulin roofing to create all-weather spaces.
- 3.2. The school takes account of the needs of learners and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and accessible facilities and fittings.
- 3.3. Our school is built on a sloping site and this makes access for our wheelchair users and those with mobility issues more difficult. We have ramps outside and all our play areas are accessible.



3.4. We have clear symbolic signs and 'speaking' switches on all classrooms and key rooms.

3.5. Actions

3.5.1. Continue to develop flexible spaces around students therapeutic and 'breakout' needs.

3.5.2. Continue to develop easy access to 'other' outdoor spaces for wheelchair/all users including wildlife area, horticulture/polytunnel and new play areas.

3.5.3. Continue to seek funding for outdoor play equipment and covered areas so all students can routinely access the outdoors throughout the year.

4. Making Information accessible

4.1. All information issued by the school aims to be user friendly. Newsletters incorporate photographs. Makaton signing and symbols are used throughout the school to support the pupils/students' communication, reading and understanding.

4.2. We encourage parents and professionals to take up the offer of having communications sent to them electronically.

4.3. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

4.4. Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils/students at the school and of society.

4.5. The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

4.6. English for speakers of other languages – for our students and parents we 'google' translate key information and the daily home/school diary.

4.7. Whilst English is the primary language used in the school's written and spoken information, where pupils/students and/or parents/carers are English speakers as an additional language, we will do all we can to achieve accessibility. This may be through the use of translation services; it may be by ensuring written information is shared verbally (where the pupils/students and/or parent/carers' cultural norm is to not use written language); or it may be by other means, which will be agreed by the individuals requiring improved accessibility. Children and families are the experts in defining what



these steps are, and all the work we do is built around strong relationship building and engagement.

4.8. Speaking and writing in English is a central means of achieving integration into British society and the school therefore will ensure that any and all reasonable adjustments made are done so with a view to achieving inclusiveness of pupils/students and parents/carers and helping to build confidence and understanding in the use of English

4.9. Actions

4.9.1. Provide consistent labelling of resources with symbols and print.

4.9.2. Create student friendly access to website.

4.9.3. Seek external advice as to accessibility of site to main groups of users (VI, HI and mobility issues).

4.9.4. Ensure consistency of symbols and print throughout school and classrooms with key agreed displays around timetable, welcome/good morning, Makaton key topic/learning vocabulary.

4.9.5. Ensure PECS/communication books devices are always easily accessible.