

## Badocks Wood E-ACT Academy Academy Accessibility Plan

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<b>Department Owner</b>	Operations (National)
<b>Section Owner</b>	Education (National SEND Lead)
<b>Approver</b>	Education & Personnel Committee
<b>Date Approved</b>	September 2018
<b>Review Date</b>	September 2019
<b>Status</b>	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed.

## **Accessibility Plan [2018 – 2019]**

### 1.1 Introductory statement

This Accessibility Plan has been drawn up in consultation with staff parents and pupils of the Academy and covers the period from September 2018- September 2019. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

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

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies two separate buildings where our KS1 and KS2 are based. Our site is fully wheelchair accessible with wide doors and an accessible toilet within both our KS1 and KS2 buildings. The classrooms are quiet, light and open.

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.

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.

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

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

### **3 Welcoming and preparing for disabled pupils**

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.

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 the Academy will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

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.

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

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	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.	End of 2018-2019 Academic Year	Flexible approach to disabled pupils and increase in access to the National Curriculum.  Success of disabled pupils in examinations.
<b>Short term</b>	Consider provision of additional aids to increase attainment/engagement of SEND pupil	Purchasing of additional resources e.g fiddle toys, chew toys, writing slopes etc.	Improved attainment and engagement of SEND pupils.	End of 2018-2019 Academic Year	Flexible approach to disabled pupils and increase in access to the National Curriculum.
<b>Medium term</b>	Awareness or equality and disability is kept to the forefront of strategic curriculum planning.	Monitored at meetings between Headteacher and SENCo.	Children with SEND make expected progress.	End of 2018-2019 Academic Year	Children with SEND make expected progress.

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

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	End of 2018-2019 Academic Year	Improved access to School site.

Improving the delivery of information to disabled pupils

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	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.	End of 2018-2019 Academic Year	Delivery of information to disabled pupils is improved.