



Cabot
Learning
Federation

Accessibility
Plan: King's
Oak Academy

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1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) covers the period from June 2017 – August 2020. 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

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The secondary Academy site occupies a reasonably wide area and consists of 18 building which includes two gyms, the Hexagon theatre, drama studio and canteen (located as a separate building on Brook Road) as well as two and three story teaching blocks. Access to the upper stories is currently via stairs only as the secondary Academy site does not have a passenger lift. The secondary Academy site has three purpose built ground floor accessible toilets that have been adapted for disabled use. The only staff shower is located on the second floor however there are two disabled shower cubicles located in the gymnasium changing rooms. The Acorn (Primary phase) is completely accessible to all students as all areas are located on the ground floor and are wheelchair friendly. There is a ground floor disabled toilet however this does not include any shower facility. The Acorn does have a passenger lift for access to the staff room which is located within a mezzanine area. The rear playground has ramps and stairs to support disabled access.

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 September 2020 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	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Staff Continued Professional Development. Developmental teaching programme.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	June 17 – Aug 18	
Medium term	Increased curriculum access for disabled students.	Amendment to KS4 curriculum in order to span a 3 year time frame.	Improved KS4 student outcomes	Sept 17 onwards	
Long term	Implementation of an improved curriculum to increase accessibility for disabled students.	Rewrite all-through curriculum in all subjects	Improved student outcomes at each key stage	August 2020	

3.1 Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?

- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Improve the learning environment for students with a variety of disablement.	Embedding an onsite alternative provision (SEED)	Improved student attendance, engagement and outcomes.	Sept 17 – Aug 18	
Medium term	Enable disabled pupils and visitors to access the ground floor of the School building. Plan to fit ramps and handrails to the entrances and exits which have priority.	Planned use of minor capital delegated resources	Having secured capital resources the school's entry areas will be fully accessible. Increased physical accessibility	Sept 17 – Aug 19	
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding opportunities	Ability of disabled pupils to access all areas of the School. Improved access to educational facilities (Science laboratories)	August 2020	

4.1 Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?

- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Breaking the communication barrier for parents.	Ensuring the availability of interpreters at all parental engagement events to include parent consultation meetings.	Increased parental engagement and support resulting in improved student outcomes.	September 2017 onwards.	
Medium term	Ensuring availability of written material in alternative formats.	Investigate the services available through the external agencies for converting written information into alternative formats.	Provision of written communication in alternative formats. Delivery of information to disabled students is improved.	Sept 18 – Aug 19	
Long term	Develop better means of communication with external agencies and other schools to increase shared student information	Analysis of current communications processes and systems/identification of required improvements/implementation of updates processes and systems.	Improved student outcomes	August 2020	

5.1 Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Approved by: Richard Clutterbuck	Principal
Diane Owen	Academy Council
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