



Cabot
Learning
Federation

Accessibility
Plan
Wallscourt
Farm
Academy

Contents

History of most recent Policy changes.....	2
Contents.....	3
1 Introductory Statement.....	4
2 Background.....	4
3 Increasing the extent to which disabled pupils can participate in the Academy curriculum.....	6
4 Improving the physical environment of the school to increase access to education by disabled pupils.....	9
5 Improving the delivery of information to disabled pupils.....	11
6 Increasing the extent to which disabled pupils can participate in the Academy curriculum	Error!

Bookmark not defined.

7 Improving the physical environment of the Academy to increase access to education by disabled pupils	Error! Bookmark not defined.
8 Improving the delivery of information to disabled pupils.....	Error! Bookmark not defined.

1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the staff parents and pupils of the Academy and covers the period from September 2020 to September 2021. 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 Academy occupies a site located in Cheswick Village in South Gloucestershire. The Academy opened in 2013 and is an open plan site organised across two levels with full lift access to the mezzanine level. The site is fully accessible and the open learning zones allow free flow, and yet the enclosed spaces, such as the halls, the classroom and the quiet rooms all provide the range of learning spaces to meet the needs of all learners. Facilities also include two fully accessible toilets and an accessible shower.

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 CLF multi Academy Trust and WFA's Academy council. There will be a full review of the Plan in September 2023 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	Increase confidence of all staff in 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.	Ongoing	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
Medium term	To ensure that the provision in each year group and transitions between meet all learners' needs.	In the summer term, SLT meet with the staff to ensure they understand the individual needs that will be in their new class.	Strategies successfully used to support pupils with complex needs to access the curriculum and have a successful transition	Term 6 every year	Curriculum design meets the needs of pupils with SEND.
Medium term	Any learners with SEND have timely appropriate interventions once a need is identified.	Clear communication between SENCo, teaching team and families to ensure permission is given and that families understand the purpose of the intervention. All interventions are accessible and planned to meet all pupils' needs.	Learner voice indicates increased confidence in the area of intervention.	Ongoing	Strategies successfully used to support pupils with complex needs to access the curriculum.
Medium term	To ensure that learners with SEND access the range of extra-curricular clubs and activities.	Analyse data for those attending clubs.	Data analysis shows attendance/participation of learners with SEND is as high as that for all learners.	Bi-termly	All learners participating in the wider curriculum offer.

		Reserve places for learners with SEND and encourage participation. Review with learner voice.			
Long term	To liaise with Nursery and Preschool providers to review potential intake for September.	Contact Nurseries/ Preschools in the Spring Term to discuss children with additional needs coming into Reception. Visit children in their setting. Meet with other service providers who support children who will be joining Reception. Analyse the Reception intake list to ensure all preschool providers are contacted. Offer additional transition opportunities for parents and pupils with additional needs. Attend annual reviews held in pre-school settings for children with EHCPs.	EYFS / Inclusion lead will have a good knowledge of the children with additional needs who are joining reception and the support they will need. Principal will have a clear picture of the staffing required to support these children. Reception staff will be able to plan for these children before they start in September Term 6	Annually Terms 5-6	All staff fully aware of the needs of pupils joining reception.
Long Term	To review the progress of all pupils with SEND.	Analyse progress data for children with SEN every term, looking at children making expected progress, better than expected progress or less than expected progress in each year group. Identify individual pupils causing concern and actions to	Inclusion lead and Principal will have a clear understanding of the picture of Ongoing Progress of Pupils with SEND is regularly reviewed and class teachers are supported		There will be a clear action plan to support those with inadequate progress with reviews of interventions planned. in using this assessment

		support these pupils. Analyse attainment and progress data for children with SEND in the school.			information to plan the continuing provision.
Long term	Complete Academy Council report annually.	Complete Academy Council report annually.	Academy Council will have a clear picture of the provision for SEN children across school and the impact on progress.	Annually	Academy Council fully aware of provision and Progress for pupils with additional needs.

Reviewed by.....

Date reviewed.....

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	The school is aware of the access needs of disabled learners, staff, Academy Council, parent/carers and visitors required Induction and ongoing if required. Annually Recruitment process.	<p>To create access plans for individual disabled learners as part of the IEP process when required.</p> <p>Be aware of staff, Academy Council and parents' access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers.</p> <p>Consider access needs during recruitment process</p> <p>Complete individual 'Provision Map' documents so all staff aware of pupils needs.</p>	All staff and Academy Council feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.	<p>During induction for new children/families.</p> <p>When recruiting staff/councillors/induction processes</p> <p>Annually</p>	The needs of all staff, pupils, parent and academy councillors is met
Short Term	Ensure all disabled pupils can be safely evacuated.	<p>Put in place Personal Emergency Evacuation Plan (PEEP), store on CPOMS and alert all relevant staff.</p> <p>Ensure all staff are aware of their responsibilities.</p>	Disabled pupils to be safely evacuated from the building (PEEP) for all pupils with difficulties	As required	All disabled children and staff working alongside are safe in the event of an evacuation.

Short Term	Ensure that the medical needs of all children are met fully within the capability of the school.	Conduct parent meetings to establish the need of each child. Liaise with external agencies including school nurse to review support. Identify training needs and book where needed. Ensure 'health care plans' are completed for all children with complex medical conditions.	All children with a medical condition will have a 'health care plan' with details of their condition and treatment required including emergency procedures. Asthma records will be up to date. The catering company will be informed of all children with confirmed food allergies.	Ongoing	All relevant staff are fully aware of pupils medical needs.
Medium Term	Ensure the physical environment including walkways and outdoor areas etc are adequate for access for disabled learners.	Carry out regular walkarounds and support learning zone teams to do the same.	Disabled learners can move freely around and through learning zones.		Disabled children can access the full physical space.
Long term	Ensure hearing and visual environment in learning zones and the rest of the building is regularly monitored to support hearing impaired and visually impaired children.	Seek support from advisory teachers or external support agencies where necessary.	All children have access to the appropriate environment.	Ongoing	Hearing and visually impaired pupils are supported to access the physical environment.

Reviewed by.....

Date Reviewed.....


5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	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 pupils is improved.
Short term	Mid-year and Annual review information to be as accessible as possible. Use child and parent friendly Assess Plan Do Review documents containing individual targets.	Use child friendly documents containing individual targets. These to be shared with the parents both verbally and in written format. Mid-year / Annual review format to be shared verbally and in written form. (Translated to alternative languages where necessary)	All parents, pupils and staff will fully understand a child's Midyear/ Annual review information.	Ongoing	Information provided in a variety of ways to ensure it is accessible for pupils or parents who may have a disability.
Medium term	Availability of written material in alternative formats	Investigate software and equipment available to convert written information into alternative formats	All parents/carers will be able to access information in their preferred accessible format.	Ongoing	Written information available in alternative formats.
Long term	To establish parent support groups for parents of children with complex needs.	Invite all parents of children with SEN to a meeting to introduce new Inclusion Team. Invite parents of children with complex needs to attend a parent support group every	50% of parents of children with complex needs or disabilities will attend at least 1 parent support group session in the first year. In the second year, the support		Parents of pupils with complex needs and disabilities regularly attend parent support groups.

		term. Plan theme of each session collaboratively with parents, involving outside agencies as needed.	group will be attended regularly by a core group of parents.		
--	--	--	--	--	--

Reviewed by

Date reviewed

Approved by: Sue Kelham 	Principal
Insert name and signature	Academy Council
Approved on:	
Review date:	

