

**Cabot**  
Learning  
Federation

Accessibility  
Plan  
Hans Price  
Academy



## Contents

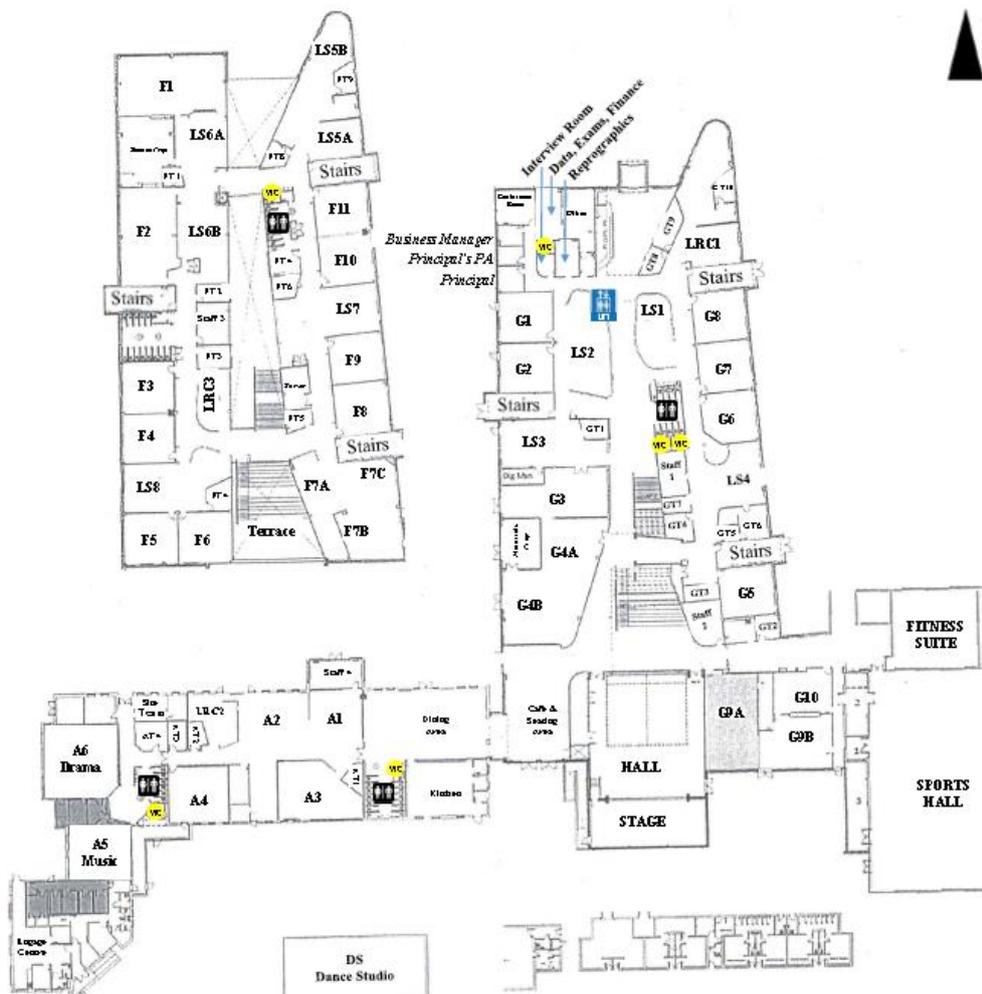
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## 1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Business Manager and SENCO of the Academy and covers the period from September 2017 to August 2019. 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 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 on August 2019 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
<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.	By Aug 2018	Flexible approach to disabled pupils and increase in access to the National Curriculum.  Success of disabled pupils in examinations.
<b>Short term</b>	All students to have access to technology to support their learning	Technological equipment to be trialled and purchased where needed.	All students can use technology in the classroom to become more independent	Ongoing, when students are identified any adaptations are made within 3 weeks	When all students can access the lessons independently.
<b>Short term</b>	All students to have full access to all areas of the curriculum	Training for staff	All students will be fully included in practical subjects	When students are identified, meetings have been held with parents and outside agencies within 3 weeks	All students take part in practical subjects
<b>Short term</b>	Classrooms to be organised in a way that is suitable for all learners with a physical impairment or disability	All staff with students with a physical disability to audit their classroom and highlight any concerns	All students can access learning in all their classrooms and learning environments	When students are identified any adaptations are	All students are happy and successful in their learning

				made within 1 week	
<b>Medium term</b>	All trips and buildings to be accessible to all	Training trip leaders to have an overview of trips and Business Manager to have an overview of any new buildings	All students are included fully within the academy	Trip risk assessment for ensuring accessibility must be completed at least 2 weeks before trip and reassessed the day before just in case there are any changes	When all students can access all trips and school
<b>Long term</b>					

### 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?

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	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.	Ongoing – within two weeks of a referral	Physical environment improved.
<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.	10 spaces - completed	Improved access to School site.
<b>Short term</b>	Provide ramp access to the back field	Have a portable ramp to be tested to ensure suitability	Portable ramp is available on request.	December 2017	Physical environment improved.
<b>Medium term</b>	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	8 disabled toilets in building - completed	Improved facilities for disabled students and visitors.
<b>Long term</b>	If any new buildings or additional building they will be DDA accessible.	Planning will have to show this.	Any new buildings will be DDA accessible.	Ongoing	Physical environment improved.

##### 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?

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## 5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	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	All students can access all information provided	Ongoing – within two weeks of being made aware of need.	Delivery of information to disabled pupils is improved.
<b>Medium term</b>	School to use more visuals around the building, visuals for rooms/toilets/other facilities	Business Manager and SENCO to look at increasing visuals around the school	Students will be able to access the building more easily	December 2017	The building will be more accessible to those who have language needs.
<b>Long term</b>	Ensuring availability of written material in alternative formats, for example – other languages.	Become aware of the services available through the LA and other sources for converting written information into alternative formats. Check with other CLF Academies how they provide written correspondence.	If needed, the School could provide written information in alternative formats.	August 2018	Delivery of information to disabled pupils is improved.

### 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

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term					
Medium term					
Long term					

Reviewed by .....

Date reviewed .....

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>					
<b>Medium term</b>					
<b>Long term</b>					

Reviewed by .....

Date reviewed .....

**8 Improving the delivery of information to disabled pupils**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>					
<b>Medium term</b>					
<b>Long term</b>					

Reviewed by .....

Date reviewed .....

Approved by: Tony Searle	Principal
David Jordan	Academy Council
Approved on:	
Review date:	

