



Accessibility Plan

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Date adopted by the Governing Body:

Review date:

Introduction

The SEN Code of Practice and Disability Discrimination Act extended the Disability Discrimination Act 1995 (DDA) to cover education. The school has identified 3 key duties towards disabled pupils, under part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled pupils

The plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA

A Increasing the extent to which disabled pupils can participate in the school curriculum

B Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education

C Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

It is a requirement that the school Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported annually. At the end of this document is the School action plan and detail showing how the school will address the priorities identified in the plan.

Context

King Edward VI Balaam Wood Academy is co-educational school for pupils from 11-16 and is a member of the King Edwards Trust. The school was constructed in 1984 and has undergone modifications to meet the needs of its diverse pupils. This main building is on three storeys with a separate purpose-built technology block. The school does have two hard standing areas which are used by the PE department and at social time as well as extensive playing fields and green areas.

The School is committed to offering an inclusive curriculum to ensure that best possible progress for all of our pupils whatever their needs and abilities. Not all pupils with disabilities have Special Educational Needs and not all pupils with SEN meet the definition for disability. This Accessibility Plan covers all of these pupils. We are committed to providing a safe, caring, happy, challenging and structured learning community where each pupil is nurtured and feels valued and is motivated to reach their full potential.

The Accessibility Plan exists to ensure the school provides wide ranging opportunities for all where every individual in the community is valued so that the school develops aspirant, resilient and confident pupils with high self-esteem and a thirst for learning that extends beyond the classroom.

King Edward VI Balaam Wood Academy Curriculum

The School provides a focused and balanced curriculum that fulfils all statutory requirements. The school's curriculum has clear pathways with strong exit routes into further education. In years 7-9 the curriculum aims to underpin the current GCSE curriculum with key skills and a broad range of subjects. In Year 10 the pupils have the opportunity to work towards a more personalised curriculum through the options process. Throughout their time at King Edward VI Balaam Wood Academy all pupils will be supported within the school environment to have full access to the curriculum. High Quality First Teaching places clear expectations on pupils and staff alike to make progress. Where pupils are facing challenges within the curriculum it can be adapted and supported in a number of ways:



- The allocation of Teaching Assistants to support specific needs
- The use of technological aids and up to date intervention software.
- Strategies employed within the classroom that personalise and support lesson delivery
- Small group or individualised teaching
- Pre/post tutoring sessions
- Adapted specialist sessions
- Individual mentoring
- Specialised Autism Provision
- Personalised curriculum structure

In order to support the needs of all learners the school also promotes:

- Differentiated learning
- Use of alternative / additional technological resources e.g. lap tops

For some learners there may be a need to apply for additional support during examinations. The school monitors the needs of its learners so that appropriate applications can be submitted to relevant examination boards. No pupil in the school should be disadvantaged through their needs during formal examination processes. The school can choose to apply for additional support for:

- Additional time
- Access to a scribe
- Access to a reader

The school may also make the decision to offer pupils:

- An alternative environment in which to sit exams
- Access to supervised rest breaks
- Use of a laptop to complete written tasks
- Use of a reading pen where appropriate

All pupils within the school have access to careers advice and pupils in Years 9-11 also have access to the aim higher program. This is delivered through the curriculum and more personalised meetings with specific staff members. In order to make appropriate transitions pupils with disability will have a session with an independent careers advisor.

The school has a clear direction that no pupil will be withdrawn from their curriculum entitlement based on their disability.



King Edward VI Balaam Wood Academy Facilities and Environment

The school has a range of facilities to cater for pupils with a range of needs. The highly trained staff and awareness within the school allows pupils to access a range of activities within the curriculum. The main school entrance is based on an automatic door that provides access for wheelchairs and disabled users.

Main entrances to the building are designed to accommodate wheelchairs and all areas are sloping without any necessity to move level.

Outside the hard play areas can be accessed by sloping concrete ramps and handrails so all pupils can have access to these. The school is designed on three floors. All of the floors are accessible by a lift and keys to the lift are held by identified members of staff. All pupils can access specialist areas of PE, Technology and Science. The corridors within the school are designed to support pupils travelling around the school site, however, where deemed necessary some pupils may travel between lessons at staggered times accompanied by a 'buddy'.

Specialist areas will have their own risk assessments that are regularly reviewed and link into the accessibility plan. The Science department has risk assessments for all the types of experiments it conducts.

Where a department requires additional support to meet the needs of learners, additional resources can be provided through Teaching Assistant support.

Health and Safety is paramount within the school and where appropriate, tasks/equipment used can be modified to determine accessibility for all learners.

The school provides disabled access to toilets throughout the building. There are three disabled toilets which are all fitted with emergency call buttons.

There are showering and changing facilities within the PE department as well as specialist provision on the first floor.

Where there is a need to provide additional specialist equipment for individual pupils this can be done in conjunction with the local authority and CRISP funding can be applied for.

Where there are additional risks for the pupil the school will complete an enhanced risk assessment and for identified pupils Personalised Emergency Evacuation plans (PEEP) are in place to support with emergency procedures.

The school is able to hold medication in a designated space for pupils who require this to be facilitated. Medication will only be administered with parental consent and by a qualified member of staff.

Improving Communication

Pupils with identified visual or audio disability are supported in class by production of suitable resources. The school also works closely with outside agencies in order to develop best practice for pupils. Strategies and best practice are often shared to promote effective provision. Pupils can be allocated a key worker who will hold regular mentoring sessions. These mentoring sessions allow pupils the opportunity to share concerns with the staff member.

The school regularly communicates via the school website, letters, text messages and phone calls. The school provides a termly newsletter to share information.

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name King Edwards VI Balaam Wood Academy

Dates: From May 2021 **To** May 2023 **(2years)**

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person/s)	Resources		
To increase confidence of all staff to in supporting a range of needs across the curriculum. To ensure effective deployment and management of resources to meet the needs of pupils with SEND.	C	Tier 1 ASC training for staff by communication autism team Engagement with outside agencies to ensure bespoke provision and assessment is utilised to support pupils with high needs.	SENCo Faculty leaders	Shared files Meeting time CPD sessions	SEND pupils needs are met and they are making at least expected progress in all subject areas. Lesson visits to confirm differentiated lessons and consideration of pupils needs. Evidence from book trawls of scaffolded and differentiated tasks.	Ongoing
	I	CPD on planning for differentiated / scaffolded curriculum. CPD on pupil profiles and how to support children with a range of needs.				



All educational visits to be accessible to all.	C	Ensure each venue is vetted for appropriateness. Risk assessments consider individual needs and appropriate provision is put into place.	SENCo, ASD Co-ordinator Trip coordinator		Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities.	Ongoing To be reviewed
	I	Sharing guidance for staff on making trips accessible Share relevant care plans and profiles with staff for individual pupil.				
For information to be accessible for children with SEND needs.	C	Information to be differentiated for children with learning needs or speech and language needs.	SENCO Teaching Staff Support staff	Learning walks Training time Overlays Interactive boards	SEND pupils needs are met and they are making at least expected progress in all subject areas. Lesson visits to confirm a range of methods visual and audio are used to present new information. Pupils using overlays and other resources to support learning.	Ongoing
	I	Clear font and colours to be used and adapted for children with varying SEND needs. To use a variety of teaching styles and methods to present new information.				
To develop effective transition across the feeder schools so needs can be met quickly and effectively	I	Contact the relevant feeder school SENCo to organise specialist transition provision.	SENCo, ASD Co-ordinator	Meeting time, meeting facilities	Better outcomes for pupils on transition to Balaam Wood Academy; including early intervention, better sharing of information about pupils, increasing pupil numbers at BWA. Sharing systems to promote a	To be reviewed annually



					uniform approach within the feeder primary schools e.g. GIR, Fresh Start, and data tracking.	
Improving reading ages of pupils with SEND	C	Effective and precise intervention using choral reading, paired reading and Lexia power up	SENCO & Faculty Leaders	Lexia Power up Paired Reading training Reading leaders	Improvement in reading ages for pupils with SEND.	To be reviewed in line with whole school NGRT data