



KING EDWARD VI BALAAM WOOD ACADEMY

Educational excellence for our City

Academy Accessibility Plan

2024-2027

Accessibility Plan 2024-27

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 2024 to July 2027. 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.

The academy is 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. The academy is 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

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 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.

The academy plans, 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, through a new build, to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

It is acknowledged that there is a 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 is monitored through the Governing Body/Trust. There is a full review of the Plan in the summer term of each year, and a new Plan is produced to ensure the most up to date information.

3. Aims

King Edward VI Balaam Wood Academy aims to include all pupils, including those with disabilities, in all aspects of school life.

Areas of emphasis:

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

This duty requires schools to produce an Accessibility Plan that identifies the action the school intends to take over a three-year period, to increase access for those with a disability

in three key areas and is published and evaluated periodically. This will form basis of the planning for a DFE Phase 4 rebuild of the academy. The three areas include:

- Ensuring that all disabled pupils can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We recognise and value parents/carers knowledge of their child's disability and its effect on their ability to carry out everyday activities and respect the parents/carers and child's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils; and endorse the key principles in the National Curriculum Framework and the Curriculum Intent of the school. Therefore, King Edward VI Balaam Wood Academy will:

- Set suitable learning challenges.
- Respond to pupils diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Our strategies will include:

- Having high expectations of all pupils.
- Following the Admissions Policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Ensuring classrooms are organised in a way so as not to disadvantage a disabled pupil.
- Ensuring appropriate training is available for teachers and teaching assistants to teach and support disabled pupils.
- Planning lessons that provide opportunities for all pupils to achieve.
- Aiming to remove all barriers that may impede learning and participation.

At King Edward VI Balaam Wood Academy, we will continue to promote an understanding of disabilities throughout the academy and an awareness of the needs of pupils with a disability.

4. Education and related activities

The academy will continue to seek and follow the advice of a range of services. These will include, but are not limited to, specialist teacher advisers, SEND inspectors and appropriate health professionals from the local NHS Trusts, etc.

Within the curriculum, the academy aims to provide full access to all elements; specifically, in all areas of Information and Communication Technology, physical learning, Design Technology and Art.

The academy will have consideration in relation to facilities to:

- Ensure continued, full, wheelchair access.
- Allow physical ease of access in learning areas (e.g. hydraulic desks and bespoke seating where required).

- Endeavour to ensure optimum visibility for pupils with visual impairments.
- Endeavour to ensure optimum acoustics for pupils with hearing impairments.
- Provide areas to allow for support for pupils with mental health needs.
- To develop communication skills in pupils, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.
- To give advice and support in curriculum subjects as appropriate and to enable disabled pupils to participate successfully in lessons within the mainstream academy.
- To ensure that the needs of all disabled pupils and staff are represented within the academy.
- To create positive images of disability within the academy so that pupils grow into adults who have some understanding of the needs of disabled people.

5. Physical environment

The academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved lighting, acoustic consideration, spatial awareness, sensory sensitive colour schemes and considered information display both in and out of classrooms.

6. Provision of information

The academy will make itself aware of local services for providing information in alternative formats when required or requested.

The building

Examples of appropriate design at King Edward VI Balaam Wood Academy:

- Disabled toilets including a fully alarmed disabled facility with freestanding hoist.
- All parts of the school building are wheelchair accessible.
- Disabled parking.
- Lifts to all non-ground floor facilities.

Resources

- Differentiated written materials such as coloured exercise books, reading overlays, enlarged texts, screen overlays and coloured exam papers.
- Ergonomic writing resources such as pens, pencils, rulers, protractors, scissors etc.
- Individual laptops for conditions such as dyspraxia.
- Sensory seeking fidget items.
- Reading pens.
- Bespoke sports equipment such as coloured balls for pupils with visual impairments and lightweight equipment.
- Sensory room.
- Sensory garden.

School Name: King Edward VI Balaam Wood Academy

Dates: From June 24 To June 2027 (3 years)

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

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		
<p>To increase confidence of all staff to in supporting a range of needs across the curriculum.</p> <p>To ensure effective deployment and management of resources to meet the needs of pupils with SEND.</p>	C	<p>Tier 1 ASC training for staff by communication autism team</p> <p>Engagement with outside agencies to ensure bespoke provision and assessment is utilised to support pupils with high needs.</p>	<p>SENCo</p> <p>Faculty leaders</p>	<p>Shared files</p> <p>Meeting time</p> <p>CPD sessions</p>	<p>SEND pupils needs are met, and they are making at least expected progress in all subject areas.</p> <p>Lesson visits to confirm differentiated lessons and consideration of pupils needs.</p> <p>Evidence from book trawls of scaffolded tasks.</p>	Ongoing
	I	<p>CPD on planning for adaptive / scaffolded curriculum.</p> <p>CPD on pupil profiles and how to support children with a range of needs.</p>				

All educational visits to be accessible to all.	C	<p>Ensure each venue is vetted for appropriateness.</p> <p>Risk assessments consider individual needs and appropriate</p>	<p>SENCo,</p> <p>ASD</p> <p>Co-ordinator</p> <p>Trip coordinator</p>		<p>Trips will be accessible to all children and all staff will be competent in supporting children with</p>	<p>Ongoing</p> <p>To be reviewed</p>
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		provision is put into place.			additional needs and disabilities.	
	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.	To be reviewed annually

					Sharing systems to promote a uniform approach within the feeder primary schools e.g. attendance, reading, and data tracking.	
Improving reading ages of pupils with SEND	C	Effective and precise intervention using Lexonic, phonics where required and precision teaching	SENCO & Faculty Leaders, Lead prac for Literacy	Lexonic, PT resources	Improvement in reading ages for pupils with SEND.	To be reviewed in line with whole school NGRT data