



**Cabot**  
Learning  
Federation

## Accessibility Plan: King's Oak Academy

Version 4.0 September 2022

Reviewed and signed by Katherine Ogden, Principal:

A handwritten signature in black ink that reads "K. Ogden".

Signed by Diane Owen, AC Chair on behalf of the AC:

A handwritten signature in black ink, appearing to read "Diane Owen".

Date: 19 April 2023

Review date: April 2024

**History of most recent Policy changes**

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
05/06/2017	Initial Policy written	Academy Council approval. Updated Accessibility Policy in line with common CLF format	Requirement for all academies to have generic format
01/10/2018	Document	Academy Council approval	
September 2019	Document	Academy Council approval. To be reviewed in 2020/21 by AC	
September 2022			

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## 1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) covers the period from September 2022 – July 2025. 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.
- 2.1.2 **The Lower School site [YR – Y4]** 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 facilities. The Lower site 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.
- 2.1.3 **The Middle School site [Y5 – Y8]** occupies the whole of B Block [single storey] and most of C block [which is a two storey building]. They have access to the new canteen and access to two different toilet blocks as well as the gyms, Hexagon and drama studio. For Years 7 and 8, they have access to the Science Block [D Block: three storey building] and Art and Creative Technology [E Block: three storey building].
- 2.1.4 **The Upper School site [Y9 – Y11]** occupies the whole of A Block [single storey] plus the two gyms, the Hexagon theatre, drama studio and canteen, as well as three-story teaching blocks [D and E Blocks].
- 2.1.5 Access to the upper stories is currently via stairs only as the Middle/Upper site does not have a passenger lift. The Middle/Upper site has three purpose-built ground floor accessible toilets that have been adapted for disabled use. By the end of this academic year, we hope to commence refurbishment of these toilet blocks. The only staff shower is located on the first floor of E Block.
- 2.1.6 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.

2.1.7 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.

2.1.8 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality, Diversity and Inclusion Statement
- Equality Information and Objectives Policy
- Health and Safety Policy
- SEND Policy

2.1.9 The Plan will be monitored through the Academy Council. There will be a full review of the Plan in July 2025 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 when	Review (insert date)
<b>Short term</b>	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.	1 year (September 2022- July 2023)	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.	Review April 2023.  Survey completed by teaching staff in Term 1.  In Term 2, 3 & 4 staff CPD through INSET training on areas which were highlighted as a need.
<b>Short term</b>	All students to have access to appropriate technology to support their learning.	Access to laptops and training on for students on the use of assistive technology.  Training for new staff in the use of assistive technology is built into the structure of the new staff induction programme.	Increase student use of assistive technology as their usual way of working.  SEND students can fully access the curriculum and learning.  SEND students become more independent in their learning	1 year (September 2022- July 2023)	Assistive technologies are in place and numbers of students accessing assistive technology is increasing.	Sharing of information & guidance on assistive technology with staff from term 4.  Ongoing liaison with external agencies – Educational psychologists, physio and OT for key

		<p>Develop the use of laptops and exam pens consistently for relevant students.</p> <p>Implementation of advice and guidance from Specialist Services from LA and Health.</p>				students.
<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 and if appropriate, external advisors to audit their classroom and highlight any concerns.	SEND students can fully access the curriculum and learning.	When students are identified adaptations are made within 1 week	Students can access all learning including practical subjects.	<p>Audit of adjustable tables to be completed in term 4 of 2023</p> <p>Purchase of stools and other equipment for accessibility – completed prior to Term 1 2023.</p>
<b>Medium term</b>	Ensure all school trips are accessible for all students with disabilities and medical needs.	<p>Review of school trips with SLT link.</p> <p>Trip leaders to check with SLT link and SENDCo as part of the trips</p>	All students are fully included in trips.	All trip risk assessments for ensuring accessibility must be completed in line with Academy	<p>All students can access trips.</p> <p>Risk assessments for SEND students’ - part of Evolve system and HCP are</p>	Review to take place to audit trip processes.

		<p>procedures.</p> <p>Training for trip leaders if required.</p> <p>Health Care Plans in place and other arrangements with access to support staff if required.</p>		<p>policy and be submitted 6 weeks before the trip and reassessed prior to the trip in case of any changes.</p>	<p>accessible to all staff.</p>	
<b>Long term</b>	<p>Accessibility of the curriculum for all students</p>	<p>Ongoing review of the curriculum and introduction/continuation of alternative qualifications linked to life skills or alternative qualifications.</p> <p>Audit of participation in enrichment activities and representation on Year and the Academy Student Council representative of the Academy population.</p> <p>Access and uptake of</p>	<p>Student gain alternative qualifications appropriate to their needs.</p> <p>Representation on the Year and Student Councils are fully inclusive.</p> <p>Enrichment uptake and targeting process is in place and embedded. Increase in numbers of all students access the enrichment</p>	<p>2022-2025</p>	<p>Completion of alternative qualifications- such as English and Maths for identified SEND and EAL students.</p> <p>Improved provision for all students including higher participation and completion of Princes Trust, Duke of Edinburgh Award and other alternative qualifications.</p>	<p>Cohort of Year 11 students for alternative qualifications to be identified in March 2023 and a bespoke lesson structure to be undertaken.</p> <p>Audit of students involved in extra-curricular activities and representative roles in the academy. Student voice to be collected to understand the barriers &amp; remove</p>



		Duke of Edinburgh monitored and supported for relevant students.			Evidence of increased participation of all students in the enrichment opportunities.	where necessary.
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### 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 when	Review
<b>Short term</b>	The environment is fully accessible for students with PD attending the Academy	Seek advice from LA Sensory Support Service, Occupational Therapy (OT) or Health. Completion of site review.  Operations Manager to discuss recommendations of the report with the site team and act if required. SENCo to regularly meet with specialist services to review needs of students.	All areas are accessible for students	By September 2023.  Where students are identified, adaptations made within 1 week of starting.	Site review completed. Physical environment is accessible for all students.	Twice termly reviews with OT and Physio for support of students with PD completed.
<b>Short term</b>	Specialist equipment is provided for student with physical disabilities to support accessibility.	Advice sought from primary schools, OT and /or Health regarding specialist equipment for transitioning students.	Areas within the academy are made more accessible	July 2023	Equipment sourced.	
<b>Medium term</b>	Ensure that accessibility to all areas is reviewed and maintained.	Complete Accessibility audit Action any recommendations.	Accessibility of the environment is reviewed in line with the needs of students.	Annually	Physical environment is accessible to all. Completion of annual audit.	

<p><b>Long term</b></p>	<p>Ensure the sensory needs of students are met</p>	<p>Complete sensory audits for students with sensory needs of all students particularly those with Autism Spectrum Condition (ASC), assessing the learning environment.</p> <p>Review and plan to incorporate further access to low arousal areas. Introduction of a sensory area.</p>	<p>Students' sensory needs are effectively met within the Academy</p>	<p>2023-2024</p>	<p>Key areas are assigned as low arousal areas and students use these to manage their sensory needs.</p> <p>A sensory area is in place and operational.</p>	
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#### 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 when	Review
<b>Short term</b>	Ensuring availability of written material in alternative formats.	<p>Staff to enlarge text if required to do so or use assistive technology.</p> <p>Become aware of the services available through the LA for converting written information into alternative formats</p>	If needed, the academy could provide written information in alternative formats.	Ongoing – within two weeks of being made aware of need.	<p>Delivery of information to disabled pupils is improved.</p> <p>Adapted papers requested for external examination.</p> <p>RNIB Bookshare used for enlarged formats.</p> <p>Ongoing use of resources.</p>	
<b>Medium term</b>	The Academy to use more visuals around the building.	<p>SENCo investigate the further use of the digital screens to provide visual messages.</p> <p>SENCo and Operations</p>	Students to be able to access the building more easily.	By July 2023	Plasma screens and posters in use for students.	

		<p>Manager to review current visual signage throughout the Academy.</p> <p>Student voice sought through the Student Council.</p>				
<b>Long term</b>	<p>Ensuring readability and the availability of written material for parents in different formats, for example other language.</p>	<p>Staff are mindful of the readability age of documentation and policies within the Academy.</p> <p>Become aware of the services available through the LA and other sources for converting written information into alternative formats.</p>	<p>Information is more accessible to parents and visitors.</p>	2023-2024	<p>Delivery of Information is accessible for all.</p>	

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: Katherine Ogden	Principal
Diane Owen	Academy Council
Approved on: 19 April 2023	
Review date: April 2024	

