



# **Accessibility Plan**

**Adopted May 2019**

**For review April 2022**

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## 1. Aims

### **Learning and Progress for all, regardless of need and supporting everyone.**

At SBL Academy our aim is for all learners to access a broad and balanced curriculum in a safe learning environment and there will be clarity of provision for them. All learners are valued and every child matters.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and the local governing body.

The plan will be made available online on the school website, and paper copies are available upon request.

## 2. Legislation and guidance

This plan has been created to meet the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled Student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Attendance policy
- Admissions policy
- Anti-bullying policy
- South Gloucestershire local offer
- Child-protection and safeguarding children policy
- Equality objectives
- Special educational needs and disabilities (SEND) offer
- WMAT inclusion policy

#### 4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students and aspires to high quality teaching and learning.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p>	Schemes of Learning to be regularly reviewed and Curriculum Team Improvement plans to take in to account the needs of learners with additional needs.	SWH / KDE Curriculum Team Leaders	Throughout the academic year 2018-20 with a review during June / July 2019.	There will be evidence of excellent differentiation in all lessons, including high quality resources that all students are able to access.
	We offer an Alternative Provision to some KS4 Students to assist with accessing the full KS4 Curriculum as well as equipping them with essential life	Schemes of Learning will be suitably differentiated through the use of dyslexia friendly resources, pre and post teaching materials and by taking			Learners with moderate or specific learning difficulties will have resources tailored to their individual needs.

	<p>skills as well as literacy and numeracy support.</p>	<p>into account the needs of all students so that they have the literacy and numeracy skills available to access all areas of learning. Individual Learning Plans are shared with all staff so that they are able to make adjustments to meet students' needs. The schemes of learning are quality assured and then reviewed via student voice.</p>			<p>Learning with sensory impairments will have resources tailored to their needs, in consultation with the sensory impairment service.</p>
	<p>Progress is tracked for all students and we have systems in place which allow us to measure the achievement of different groups of students with a variety of different needs.</p>	<p>All teaching staff use SISRA to measure the progress of all students and groups of students in their teaching groups. Curriculum Directors have an overview of the progress of different groups of students in their curriculum area and use the data to ensure that all students are making at least good progress in their subject, regardless of</p>			

		need or disability.			
	Targets are set for all students and these are appropriately challenging but also carefully scaffolded so that students are given frequent opportunities to exceed expectations.	SENCO measures the progress of students on SEN/D Support and with EHCPs and plans interventions accordingly.		Curriculum team meetings SEN/D meetings Parents evening and reviews throughout the academic year.	Students with learning needs are given appropriate support so that they then make progress in line with targets and age related expectations.
					Parents feel confident about the type of provision that is put in place for their children and they are involved in planning and supporting their child's progress. This is measured through parent voice.
	The curriculum is reviewed to ensure it meets the needs of all students.	There is a review of Year 9 Options to ensure that all learners get the support and intervention required for them to make at least good progress.		Term 6, Term 1 and then throughout the school year, depending on need and subject requirements.	All learners are have a curriculum that is designed to ensure that their needs are met and that they are given the opportunities to make progress. The success of this is measured

					through student voice.
<b>Improve and maintain access to the physical environment</b>	Whilst there is not wheelchair access for the majority of the school site, appropriate adjustments are made in the event of students acquiring short term physical disabilities. Students with short term physical disabilities are be given extra time to commute across the school site. Where necessary, lessons are re-timetabled to ensure that they take place in more accessible, ground level areas of the school.	Where necessary, the Occupational Therapy Team are engaged to advise and support students with physical needs. New and recent buildings have appropriate wheelchair access (such as the sports centre and main school building.)	House Team, DHOH.	When necessary	A safety plan and risk assessment is carried out to ensure that there is appropriate short term provision in place for students with temporary physical needs.
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> </ul>		Curriculum Leaders, SCo, Site staff, Teaching Staff	Reviewed throughout the school year.	All resources and school signage is accessible to all students. Where this is not the case, appropriate structures are put into lessons (such as the use of



	<ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Dyslexia friendly resources</li> </ul> <p>Schemes of Learning and resources take into account the needs of students with Visual Impairments.</p> <p>There is regular communication with staff to ensure that they know which students have SEN/D and that they are able to plan and deliver suitable adjustments as well as differentiate for their needs.</p>				<p>keywords) in order to ensure that students are not disadvantaged when accessing learning</p>
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## 5. Monitoring arrangements

This document will be reviewed every **3** years, but may be evaluated and updated more frequently if necessary.

It will be approved by the Local Governing Body and the Principal.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	There is one building with two storeys (Galileo area only with stair access only). All other buildings are single storey.  The sports hall is a two storey building with a wheelchair accessible lift.	N/A	N/A	N/A
Corridor access	The main buildings are accessible from the main entrance...	N/A	N/A	N/A

Lifts	There is only one lift in the sports centre	N/A	N/A	N/A
Parking bays	We have 3 x disabled spaces at the front of the school	N/A	N/A	N/A
Entrances	We have one main entrance on North Street which leads to the Sports centre, Main building and disabled parking.	N/A	N/A	N/A
Toilets Sports Centre	Disabled toilets X 3 on the ground floor & x 2 on the first floor.	N/A	N/A	N/A
Toilets Main Building Reception area	There is an ambulant toilet cubicle on the ground floor near reception.	There currently plans being worked on to convert two female and one male student toilet blocks to unisex cubicle's which will include Ambulant cubicle's as per part M of the building regulations.	N/A	31.08.19
Internal signage	As per build.			

<p>Emergency escape routes</p>	<p>In the main building there is a number of emergency fire escape from the two story route to the ground floor.</p> <p>The Sports Centre also has a fire escape.</p>	<p>PEEP's (Personal Emergency Evacuation Plan) should be put in place for Employee's, Students and Visitors who would require assistance reference quick evacuation in an emergency situation.</p> <p>Daily access and egress in not included.</p>	<p>Student Services.</p>	
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