

**14 Riverside Drive**

**Stechford**

**B33 9BF**

**Accessibility Policy**

#  Definition of Disability:

 A person has a disability if they have “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities”.

(Equality Act 2010)

#  The purpose and direction of the school’s plan: vision and values

Blackwater Academy has the highest ambitions for all pupils irrespective of their individual needs. Our careful planning and differentiated approach enable all of our pupils to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement. The school sets challenging, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Blackwater Academy welcomes all children irrespective of race, ethnicity, colour, creed or impairment.

#  Our Main Objectives

* To raise the quality of teaching and learning to outstanding
* To further develop the skills of staff and share good practice in regular CPD sessions and to link into Performance Management Objectives for all staff.
* To further develop the use of data to support learning and monitor progress.
* To raise pupils’ attainment and accelerate pupil progress – support the progress of all and put in place interventions to narrow the gap.
* To improve overall attendance and especially that of persistent absentees
* To develop leadership at all levels

#  As a school we recognise our duty under the Equality Act (as amended by the SENDA):

* Not to discriminate against disabled pupils in their admissions and exclusions, and the provision of education and associated services.
* Not to treat disabled pupils less favourably.
* To take reasonable steps and adjustments to avoid putting disabled pupils at a substantial disadvantage.
* To publish an Accessibility Plan.

# Information from pupil data and school audit:

* The school caters for secondary-aged pupils with a wide variety of additional needs. Disabilities include physical difficulties, sensory impairments, ASD and medical needs.
* The school has good physical access and is a two-story floor. The main corridor is widened and allows for good wheelchair access from the main reception area into the classrooms.
* When planning for building work enhanced access for pupils is always a consideration.
* All doorways, entrances and exits are fully accessible and wide enough for wheelchair access. All pupils and visitors can enter/exit the building safely in a range of specialist equipment.
* There are dropped curbs in front of the school leading to and from external exits.
* The school has parking available on site and there are two dedicated disabled parking spaces next to the main entrance.
* Visitors to the school are advised as to the best place to park depending on the time of day and large school events are organized at times when extra parking is available on the school grounds.
* There is a waiting area in the entrance foyer with seating available. The entrance to the school is clearly marked with signage. Dropped curbs are installed leading to the main school entrance making it fully accessible from the school forecourt.
* There is an accessible toilet for learners and adult use in the downstairs foyer area inside the main body of the school.
* are toilet facilities downstairs catering for wheelchair users.
* All classrooms are carpeted to reduce noise levels for hearing impaired pupils and visitors.
* All pupils participate in all aspects of school life. We ensure that they can participate in every activity, through careful planning and risk assessments.
* The ground floor is fully accessible to learners and staff with mobility issues and consideration are put in place to ensure that all teaching and learning of learners with mobility issues will be completed on the ground floor.
* We do not have learners at present who are visually impaired, however if we were to take any learners on roll, we would ensure effective planning and consideration regarding symbol size and colour contrast as part of building development to ensure they have equal access to education.
* We have a clear policy on the administration of medicines, with medical and non-medical staff trained to administer any necessary medication on site.
* We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils.
* Other school practices, such as sporting, or celebration events encourage mutual support, respect and partnerships between children.
* In order to maximise access and pupil progress, the school includes input from all stakeholders, i.e. staff, visitors, governors, parents / carers into all areas of school development.

#  Views of those consulted during the development of the plan.

* Parents and carers of children are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of all pupils.
* Through children’s Individual Education Plan (IEP) reviews, for example, we identify any change in pupil need and as a result, adapt our approach, delivery and content accordingly to better suit the identified needs.

 **Increasing the extent to which pupils can participate in the school curriculum:**

The school provides all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning style, by:

* + - Setting suitable learning challenges.
		- Responding to pupils’ diverse learning needs.
		- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
		- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.
		- Ensuring appropriate deployment of staff to maximise pupils’ access to the curriculum, developing independence and promoting social interaction.
		- Ensuring high quality teaching for all to improve pupils’ access to the curriculum, including using teaching approaches that promote positive pupil interaction.
		- Providing professional development for staff on inclusive classroom practice and on issues which are disability specific.
		- The differentiation of teaching styles and resources in order to offer an individualized learning experience for all pupils that is targeted to maximise progress.
		- Seeks advice from services including; Physiotherapy, Speech and Language Therapy, the Sensory Support Service Visual Impairment and Hearing Impairment Teams, a Behaviour Consultant, Occupational Therapy and Forward Thinking Birmingham. This includes input into a range of resources in order to ensure that barriers to learning are removed or reduced as much as possible.
		- Spiritual, Moral, Social and Cultural development is used as a common thread through all areas of the curriculum and wider school life in order to promote the well-being of all parties. Staff and children promote and practice British Values across the curriculum and in all we do every day as part of our immersion in the principles set out in the Birmingham Curriculum Statement.
		- Positive role models are supported within the school setting.

#  Considerations aimed to improve the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services:

* + More outside activities and resources for all pupils and particularly PMLD pupils.
	+ Increase outside storage for equipment.

# Management, co-ordination and implementation:

* We will ensure that all staff are aware of and familiar with The Equalities Act 2010 during staff meetings and training sessions.
* We will provide feedback opportunities for all staff, stakeholders and visitors in order to continually improve our provision.
* We will feed back consultation results to staff.
* The Access Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the governing body and its committees.
* The governing body will monitor implementation of the plan through the Headteacher’s report and governor visits.
* The plan will be evaluated yearly, informed by discussions with pupils, staff and parents and analysis of data on progress and attainment of pupils.
* The Accessibility Plan, although forming part of the School Improvement Plan, is also available as an independent document.
* Accessibility planning will be integrated into the school’s overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
* The Accessibility Plan will ensure that the school’s responsibilities towards disabled staff and the general public are met through the Equality Act 2010 and that our statutory duties under health and safety, race and human rights are also in place.
* Implementation – see action plan attached.
* Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of all pupils in school life.
* The Governing Body will report to parents on the school’s accessibility plan via the school prospectus and the school newsletter.

**Accessibility Plan**

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| Improvement in access to the curriculum |
| **Objectives/Strategies** | **Outcome** | **Short Term** | **Medium Term** | **Long Term** |
| 1. Ensure appropriate deployment of support staff.
2. Ensure high quality teaching, through CPD for all.
 | 1.Programmes of support.Staff lists. 2. Ensure all pupils have full access to the curriculum, work with independence when appropriate and interact fully with peers. On-going support for teaching staff on differentiation. Ensure curriculum is fully embedded across the school. Further refinements to continue an ongoing basis to ensure the curriculum remains exceptionally matches to our learners’ needs. Damaged resources are repaired or replaced, and additional resources are in place.  | This is an on-going objective which will be incorporated throughout the entire academic year as part of professional development  |
| 3.Ensure Blackwater Academy pupils have regular opportunity to feedback on effectiveness of initiatives in the community.4.Develop pupil safeguarding ambassadors.  | 3/4. Pupils at Blackwater Academy have a greater say what works well and what needs to be further improved for them. | To be completed during the first term of the academic Year. |  |  |
| 5. Ensure compliance with the schools aims equality and diversity policy and the operation of the schools SEN policy. The staff and governors are informed of the requirements and obligations of the accessibility plan. | 5.The staff and governors are aware of the requirements. | To Completed during the first term of the academic Year. |  |  |
| 6. We want to continue to develop new and improved resources that improve a learner’s access to learning. We will develop links with digital learning resources to continue to research new technologies in support of our learning. | 6. Improved use of technology to improve support of learning.  |  |  | End of academic year 2025.  |
| 7.To Ensure annually that stakeholders (parents, pupils. Staff and governors) are consulted on their views to accessibility and across the site. | To develop stakeholder voice and participation in the school and improve access/modifications to the school environments and stronger stakeholder buy in of the school. |  |  | End of Academic year 2025.  |
| 8. Arrange staff visits to observe working practices of other staff, to enable observations of good practice in classrooms. | Increased staff confidence and competence in delivering the curriculum to pupils with disabilities. |  |  | End of Academic year 2025  |
| Physical improvements to increase access to education and associated services. |
| Objectives | Outcome | Short Term | Medium Term | Long Term |
| 1. Improve access to outside activities for PMLD pupils.
 | 1.PMLD pupils have increased access to outside play resources and activities. We plan to create a sensory garden for learners. |  |  | End of Academic year 2025 |
| 2.Provide more shaded areas for pupils outside in hot weather which also includes seating for learners. |  |  |  | End of Academic year 2025 |
|  3.Provide more outside resources and activities for pupils and particularly PMLD pupils. Provide more storage for outside resources. | Increased physical activity outside for all. Resources secure in weatherproof storage. Staff utilize resources to support all pupils to engage in activities outside, particularly PMLD pupils. |  |  | End of Academic year 2025 |