

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ACCESSIBILITY PLAN

Version control	
AAT Budmouth Academy Weymouth 2022-2025	New guidance jointly agreed with SLT Team on

Owner:	Assistant Principal, Director of Inclusion and SEND	Date of next review:	August 2025
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This document is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. Budmouth Academy Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. Budmouth Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to: increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe; improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe; improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Curriculum Statement
- Equality Objectives (required from April 2012)

- Single Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- Asset Management Plan / Suitability Survey
- School Brochure / Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The School Brochure / Prospectus will refer to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To ensure that CPD is available so that staff are knowledgeable in terms of the needs of students with disabilities and have a toolkit of strategies to support them.	<p>Disability needs are monitored by SENDCO and appropriate information available to all staff through an information booklet, online provision map software and further information on SIMs.</p> <p>Specialist services are contacted to ensure appropriate staff training.</p>	Staff are aware of any key disability issues and make appropriate adjustments to their classroom management and teaching plans.	Ongoing as appropriate.	<p>Sept 2022 – 2023</p> <ul style="list-style-type: none"> ● All staff have access to SIMs. ● All teaching staff are sent an electronic glossary of SEND with classroom strategies. ● All staff have access to Provision map. ● All teaching staff are sent a coloured coded copy of the whole school SEND register. ● Mental Health in Schools Team to present to staff on inset (Nov 22) ● Hearing Impairment Service review students and update reports regularly. ● Annual Safeguarding training attended by staff. ● GDPR online training completed by staff.
Out of school trips are available to all students.	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation requirements.</p> <p>Risk assessments will be undertaken and additional staffing provided to enable all students to access trips and visits.</p>	All students to be able to enjoy any out of school trip.	Ongoing.	Students have not been prevented from attending a trip or visit due to disability.
Quality First Teaching is appropriately differentiated to enable all to access the curriculum.	Triangulation will identify curriculum areas and teachers that require further training to enable high quality first teaching for all. Teaching assistants to be subject based to support QFT.	All students have full access to a broad and balanced curriculum.	Ongoing.	Students have not been restricted from having a broad and balanced curriculum, suitably matched to their needs.

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Improving the Physical Access



TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<p>To ensure that external surfaces meet desired safety standards.</p> <p>To ensure that any safety hazards are reported to the site team immediately.</p>	<p>Ensure paving slabs, kerbs, pathways, ramps, hard areas etc are level and smooth to avoid slip and trip hazards.</p> <p>A member of the site team will take prompt action in responding to any safety reports.</p>	<p>To ensure safe movement around the site for all.</p> <p>To maintain the safety of all students, staff and visitors who visit our site.</p>	<p>Ongoing.</p>	<p>Regular inspections are conducted by the site team. Everyone has a responsibility to report any health and safety concerns immediately.</p> <p>The Health and Safety Lead Mr J Abbott conducts regular checks and offers staff training.</p>
<p>To ensure that any individual with barriers which may affect mobility is considered for an Personal Emergency Evacuation Plan.</p>	<p>To ensure that any person on site with barriers that may impact upon mobility has a PEEP agreed with them in the event of an emergency.</p>	<p>For any person with a barrier that may impact upon mobility to feel assured and considered in the event of an emergency evacuation.</p>	<p>Ongoing</p>	<p>Mr J Abbot writes PEEPs with individuals and practises their plan in person with them at the beginning of the school year.</p> <p>Individuals are responsible for updating Mr Abbot with the latest information and advice so that PEEPs can be updated as needed throughout the year.</p>
<p>To ensure that physically impaired staff and students are not disadvantaged by limited access in Clare Tower, due to no lift being installed. Clare Tower houses; Resource Centre, Learning Support Centre, Student Support Centre and CEIL.</p>	<p>To ensure that any meeting, learning or intervention opportunity offered in Clare Tower can be easily delivered in other parts of the building.</p>	<p>Books from the Resource Centre can be made available to the reading area in the Hub. Other interventions offered from LSC or SSC can easily be delivered in accessible areas across the school.</p> <p>We have an accessible room for OT/PT work as well as a wet room.</p>	<p>Ongoing reviews.</p>	<p>No student or member of staff has been highlighted as being disadvantaged due to the limited access in Clare Tower due to having no lift to any of the floors within it.</p>

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Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>Advice from outside agencies will be sought when needed.</p>	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communication in print, large print or through augmentative communication technology, contrasting colours.	Ongoing when the need arises or is requested.	<p>Delivery of information to disabled students and parents improved.</p> <p>School website reviewed to improve readability.</p> <p>Other resources are being widely offered to students with visual impairment or visual processing difficulties, including RNIB student accounts and personalised libraries being created by Mr A Hill and reader pens being purchased to encourage independence.</p>
Visual information presented to students.	Visual timetables produced for all SEND students who require them.	SEND students will have visual timetables or keyring timetables as appropriate.	September when timetables are produced or as needed throughout the year.	SEND students using their visual timetables to manage movement to lessons and homework effectively and independently.
<p>Written material, pictures and diagrams to be made accessible to encourage independent working.</p> <p>Students' exams are modified.</p>	<p>The school timetables a named TA who is trained in modifying material.</p> <p>Access arrangements will be applied for to reflect students' normal way of working.</p>	<p>Modification of materials as needed.</p> <p>Students are not disadvantaged due to disability.</p>	<p>Ongoing.</p> <p>As needed.</p>	<p>Mrs S Stacey modifies work from teachers ahead of the lesson. Modification includes decluttering and clarity and is recognised as being different than merely enlarging.</p> <p>Access arrangements are applied for using teacher evidence, history of need, full diagnostic reports, assessment from external services or following medical advice. Exam reader pens have also been purchased.</p>

Other useful documents:

-  Budmouth Academy Special Educational Needs and Disability policy
-  Budmouth Academy Information Report (Local Offer)