



# Accessibility plan

Reviewed by: Governors

Date of Policy: September 2021

To be reviewed: September 2022

**Cockburn John Charles Academy accessibility plan**  
*3-year period covered by the plan*

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- ❑ not to treat disabled students less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled students can participate in the academy curriculum;
- ❑ improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services;
- ❑ Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the Academies accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the Academy will address the priorities identified in the plan.

## **1. Starting points**

### **1A: The purpose and direction of the Academy plan: vision and values**

Cockburn John Charles is an academy which is a member of the Cockburn Multi-academy Trust whose focus is on each individual, acknowledging both their rights and responsibilities. Teaching and Learning drives an ambitious curriculum that seeks to stretch and challenge all students through academic rigour. A strong care, support and guidance structure supports learning throughout the Academy.

Our vision is to create opportunities within and beyond the curriculum to enable each student to become confident, independent and successful citizens in modern Britain. Through dedication and hard work our students will have a love of learning and a resilience that is essential for great accomplishment. We widen the aspirations of all students, to help them to reach destinations that are ambitious and fulfilling. We value the arts, both as part of the curriculum and as part of the academy's extensive enrichment and extra-curricular programme.

We have high expectations of academic success and discipline and believe that these are best achieved in a caring environment. We promote respect and good manners; these are fundamental to our Academy based on our shared Values and Expectations. We recognise the importance of each individual and the Academy's place in the local community. We aim to promote lifelong learning by developing creative, independent and reflective learners. We believe in the equality of opportunity and in celebrating success for all.

Students with disabilities are regularly reviewed to ensure that the Academy meets their needs. Disabled students have the rights to access the full curriculum and the wider academy life. All staff have a duty of care to ensure disabled students needs are fully met and their needs are regularly updated on SIMs for all staff to see. The SENDCO also supports students with disabilities and is available to offer advice and support to both staff and students.

The academy has set the following priorities for the development of the vision and values that inform the plan:

- Ensure students can move safely around the Academy.
- Ensure students can access the full curriculum.

### **1B: Information from student data and Academy audit**

Cockburn John Charles is a large secondary academy.

The proportion of students from minority ethnic backgrounds is above average.

The proportion of students who speak English as an additional language is also above average.

The proportion of disadvantaged students known to be eligible for the pupil premium is above average.

The proportion of students with SEN support is above average.

The proportion of students with an SEN statement or Education, Health and Care plan (EHC) is below average.

A small number of students attend alternative provision on a part-time or full-time basis.

The academy uses a limited number of alternative providers including Southway, The Elland Academy, The Stephen Longfellow Academy and our site resource Footsteps.

Currently there are 1133 students on roll. We have 13 students on role who have an EHCP.

### **Strengths and weaknesses of the Academy working with disabled students.**

#### **Strengths**

- Staff awareness of the student's needs. Staff have access to the needs via SIMS.
- The academy is designed so that all students have access to all areas of the academy by having a lift.
- There is a small team of teaching assistants within the academy that can support with accessing the building and curriculum.
- We have a full time first aider in the academy and an Early Intervention Therapeutic Worker. In addition we have access to a school nurse through the MAT.
- The curriculum is fully personalised to meet all student's needs.
- Good relationships with external agencies, including occupational therapy and the physiotherapy team.
- Students are fully involved in the life and ethos of the Academy.
- Positive relationships with parents.

#### **Weaknesses**

- Information on academy website is not accessible for all.
- Learning environments may not be suitable for all dyslexic students.
- Adjustable tables are not available in all areas of the academy, but will be sited where needed
- Access to the money machines is limited for people in wheelchairs or of short stature.
- No care suite to support a student who requires intimate care

The Academy has set the following priorities for the development of information and data to support the Academy's accessibility plan:

- Information on the academy website that is accessible to all students and parents of all disabilities.
- Adjustable tables in all areas of academy.
- Explored creating changing facilities for people who require intimate care.
- Staff trained in using the fixed hoist.

### **1C: Views of those consulted during the development of the plan**

- Student voice and the academy council informed the plan.
- During student voice, students have the opportunity to voice their opinions.
- Parents contacted via meetings to discuss concerns.
- Academy website.

The Academy has set the following priorities in respect of consultation on the plan:

- Information on the academy website that is accessible to all students and parents of all disabilities.
- Adjustable tables in all areas of academy.
- Changing facilities for people who require intimate care.
- Staff trained in using the fixed hoist.

## **2. The main priorities in the Academy's plan**

### **2A: Increasing the extent to which disabled students can participate in the academy curriculum:**

The curriculum is fully inclusive and personalised. Staff are deployed effectively to meet the needs of the students. Teaching assistant and support staff are deployed based on need on students.

The Academy has set the following overall priorities for increasing curriculum access:

- Adjustable tables in all areas of academy.

### **2B: Improving the physical environment of the academy to increase the extent to which disabled students can take advantage of education and associated services:**

The academy environment is a new building which accommodates all students to access the whole curriculum. The design of the academy was to accommodate all students and be fully inclusive.

Major funding is needed.

The academy has set the following priorities for physical improvements to increase access:

- Some desks are accessible for all, these will be available in set classrooms for students who require adjustable tables.
- Changing Facilities for people who require intimate care.

### **2C: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:**

All critical information is on FROG the Academy's VLE. This information is regularly shared by form tutors and in assemblies. Any offer information is sent out to parents/carers.

The delivery of information needs to be accessible to all disabilities depending on their need. For example audio clips and braille if needed. The Academy has access to external agencies and support services if this was needed.

The Academy has set the following priorities for providing information for disabled students:

- Parents/carers are aware if they require information in an alternative way it can be provided.

### **3. Making it happen:**

#### **3A: Management, coordination and implementation:**

The governing body takes responsibility for the plan with input from SENDCO. The plan will be reviewed annually with a view to re-writing every three years.

#### **3B: Getting hold of the academy's plan:**

The academy's plan will be available via the academy's website.

The academy has set the following priorities for making its plan available:

- Availability online.

#### **Action plan**

<b><u>Need</u></b>	<b><u>Responsibility</u></b>	<b><u>Time scales</u></b>	<b><u>Resources</u></b>	<b><u>Outcomes</u></b>
All departments to have access to adjustable desks.	SEND department And governors.	In place	Adjustable desks in all rooms.	Students will be able to adjust the desk according to their need to fully partake in the lesson.
Wheelchair access	SEND department and governors.	As needed.	Access to the complex needs service.	All students will be able to access the curriculum even after operations or when struggling due to disability.
Care Suite	SEND department, LCC, Mitie and governors	September 2022	Care suite facility including furniture	Students can have intimate needs met whilst protecting their modesty and staff will be trained in using all equipment.