



**Bader**  
**ACADEMY**

## Accessibility Plan

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An academy within:



“Learning together, to be the best we can be”

# 1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

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

1.2. At Bader Academy we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. Bader will not only provide a curriculum which will enrich the lives of those who attend, it will be an activist for positive change for all our pupils, our school and the global community.

1.4. The vision for Bader school was formulated from research and ideologies which underpins all that we do.

1.5. The 6 Change Makers will support us to achieve our vision and will provide the foundations for all our work. The Change Maker principles are aligned to our curriculum and are interwoven across each half term.

1.6. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

1.6.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

## 2. Legislation And Guidance

- 2.1. This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. This defines an individual as disabled if they have a physical or mental impairment that has a “substantial” and “long term” adverse effect on their ability to undertake normal day to day activities.
- 2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.
- 2.4. This plan complies with the funding agreement and articles of association.

## 3. Action Plan

- 3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

## 4. Monitoring Arrangements

- 4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

## 5. Links With Other Policies

- 5.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils With Medical Needs Policy

## Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Differentiated curriculum</li> <li>Tailored resources</li> <li>Curriculum resources</li> <li>Progress tracking</li> <li>Appropriate targets</li> <li>Regular review of curriculum</li> </ul>	Offer a variety of care designed to support learning to meet additional needs of young people	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills Use of access arrangements for assessment/National tests	Viki Drew	On going	Needs of all learners met enabling positive outcomes
		Effective communication with parents and carers	Introductory meetings in the autumn term to teachers, followed by termly meeting with parents and carers. Regular contact with parents regarding behaviour, attainment and progress. Annual EHCP review.	Viki Drew	On going	Increased engagement of parents
		Training for staff on increasing access to the curriculum for all pupils	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies-  Speech and language, EP and OT etc TA training on adapting lessons for pupils.	Viki Drew	On going	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
			Staff meetings addressing inclusive practice and SEND procedures. SLT to complete 1:1 sessions with teachers`			
		Effective use of resources and specialised equipment to enable everyone to access the curriculum	iPads available to support children with difficulties Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg visual timetable, writing with symbols, wobble cushions etc	Viki Drew	On going	Children have appropriate equipment and resources which supports their learning and remove barriers to learning
		Adaptations to the curriculum to meet the needs of individual learners	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Viki Drew	On going	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum.

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve and maintain access to the physical environment	Lifts	Ensure all health and safety procedures are being followed and reviewed	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	Site Manager	On going	There is safe access throughout the school No accidents or near misses
	Corridor Width					
	Disabled parking bays	Improvements to help the visually impaired	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Site Team where applicable	Site Manager	On going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
	Disabled toilets and changing facilities					
	Library shelves at wheelchair height	Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	Site Manager	On going	People with disabilities can move unhindered along exterior pathways
		Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Site Manager	On going	People with disabilities can move safely around the school

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure that information is accessible. This includes:</p> <p>Internal signage Large print Braille Induction loop Pictorial or symbolic representations Audio recordings</p>	Effective use of resources and specialised equipment to enable pupils with a disability to access the curriculum	<p>Review of current offer to determine next steps.</p> <p>Use of resources and equipment to support visually impaired students.</p>	Viki Drew	On going	Pupils with disabilities can access and achieve within the schools curriculum