

# The Academy of Central Bedfordshire

## ACCESSIBILITY PLAN

Last Review Date: July 2017

Next Review Date: July 2020

Approved by: \_\_\_\_\_ Sign

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Targets	Strategies	Outcome	Resource	Time
All ACB staff become more 'Attachment Aware'.	Our involvement with the Attachment Aware Schools Programme during 2017-2018 academic year will be attended by key staff who will then lead training for all staff with a link member of SLT	Young people feel they have staff they can trust and rely on. Engagement in lessons improves and students make better progress.	Time for key member of staff to attend attachment aware workshops, return and meet with SLT to plan and then deliver content to all staff on each campus.	By April 2018

<p>The Academy of Central Bedfordshire is accessible for wheel chair users.</p>	<p>All classrooms are ground floor, First floor access at Kingsland is via a lift. Disabled loos are available on both campuses. (I believe the PC phrase is accessible toilet PG) Where access is difficult, amendments to rooming will overcome physical barriers. Ramps installed where appropriate.</p>	<p>Students and parents who are wheelchair users can access learning and parent meetings on site without difficulty.</p>	<p>Portable wheel chair ramps purchased to enable more difficult areas of the school to be more easily accessible.</p>	<p>By December 2017</p>
<p>Ensure that all students have access to a diverse curriculum and the choice of vocational pathways.</p>	<p>Upon entry, students have a home visit and discuss appropriate options that suit their needs. Where applicable external providers are sought to ensure that all students leave 'work ready' and with qualifications to meet needs and interests.</p>	<p>Students engage in learning more willingly when the curriculum is more bespoke to needs and likes. Progress then more likely to be positive if reflects positive levels of engagement.</p>	<p>Time for admissions tutor to meet with parent and young person upon referral and then time with a key member of staff to perform baseline tests to help determine most supportive pathway to join.</p>	<p>Ongoing throughout the year as and when students are referred.</p>

<p>School Website to be 'dyslexia friendly' so that all documents can be accessed easily.</p>	<p>Website functionality to enable visitors to change font size and also contact the school should assistance be required to access web content.</p>	<p>All visitors to the website are able to navigate content with ease or with the support required to answer questions that emerge.</p>	<p>Web manager to ensure all accessibility measures are included.</p>	<p>By September 1, 2017</p>
<p>All students to have access to on-going social and emotional support and have a greater awareness of good mental health and know where to access support if needed.</p>	<p>Concerns identified by teachers, Tas, Behaviour Support Workers and referred through safeguard lead who can then signpost or refer on through Early Help.</p>	<p>Young people access appropriate services and support in school or through external agencies, are happy to engage to improve their mental health.</p>	<p>Time for key staff to meet with students. Access to tier 2 support from within the school's resources and the personell required and able to signpost and refer on as applicable.</p>	<p>On-going throughout the year - 2017-2020</p>
<p>To provide support for students with disabilities in accessing information about Post-16 education</p>	<p>PSHE/CEIAG programme to ensure appropriate information is provided for all young people, career interviews for all young people. Support in applications for college places and apprenticeships, interviews and open days.</p>	<p>All young people feel confident to progress to post 16 education, employment or training and transition from The ACB with a plan improving self esteem and self worth.</p>	<p>Timetabled curriculum time to deliver comprehensive CEIAG content. Access for some to work experience (financial budget allocation as applicable) Access to 4YP for independent advice.</p>	<p>On-going throughout the year - 2017-2020</p>

<p>Laptops are available for students who require identified support with handwriting in lessons and for use in exams where applicable.</p>	<p>Students are tested upon entry and monitored through lessons to identify need and implement support. Booking system for machines to ensure the right students are accessing the appropriate resources when needed.</p>	<p>Students are able to communicate more effectively and demonstrate their knowledge, skills and understanding during lessons and in particular in external examinations and therefore affecting improved outcomes.</p>	<p>Budget allocation for enough machines to re-allocate current stock for the purpose of specific in-class support. Time for key member of staff to assess the need upon entry.</p>	<p>On-going throughout the year - 2017-2020</p>
<p>Students appreciate diversity and difference and respect that in themselves and others.</p>	<p>PSHE Co-Ordinator to review programme and ensure promotion of disability equality and difference throughout all year groups</p>	<p>Young people are more tolerant of difference and a reduction in incidences of racism, homophobia, disability discrimination etc.</p>	<p>Time to review and amend curriculum. Budget review to purchase sufficient resources to promote learning through engaging activities.</p>	<p>Sep-17</p>
<p>To maximise the progress of students identified as having rights under the Equalities Act</p>	<p>Appropriate grouping and seating plans are used, Appropriate deployment of teaching assistants, Lesson observations and learning walks, Use of external agency support and expertise as appropriate e.g. Educational; Psychologist; Advisory Teaching Service; Outreach Service.</p>	<p>Students are given access to the appropriate support and tools to make progress from their point of entry and baseline assessments. They are able to access strategies as advised by LA experts where appropriate and from the expertise already present from the inclusion team and our Director of Inclusion.</p>	<p>Meeting time to discuss students who are not making adequate progress and ongoing review of the support required as well as time and admin support to make appropriate referrals.</p>	<p>On-going throughout the year - 2017-2020</p>

<p>All students needs are met enabling equal access to the school curriculum.</p>	<p>Staff utilise pre-admission information to understand individual needs, department and whole school progress meetings discussing updated strategies and interventions that promote progress.</p>	<p>Students able to access the curriculum and engage more willingly through a reduction in the barriers to learning that present.</p>	<p>Calendared time in whole school progress meetings and through department time to cosider needs, progress and interventions.</p>	<p>On-going throughout the year - 2017-2020</p>
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