

# Campsmount Academy



## Accessibility Policy 2023-2026

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE APPROVED	DATE OF NEXT REVIEW
1.0	EC	New policy	January 2023	January 2026

**Accessibility Plan 2022-2025****Priority 1:** To increase access for disabled pupils to the academy curriculum.

<b>Target</b>	<b>Actions to be taken:</b>	<b>Timescale:</b>	<b>Responsibility:</b>	<b>Outcomes:</b>
Improve access to the curriculum for all pupils.	<ul style="list-style-type: none"><li>-All teachers to have an overview of pupil needs within their classroom</li><li>Ensure all classrooms use a range of resources e.g. visual, auditory</li><li>-The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of all students with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence</li><li>-Focus on the teaching of reading, vocabulary and oracy across the academy in order for students to access their learning</li><li>-Reciprocal reading is embedded in subject areas. The reading snippets and High 5 reading policy is consistently followed by all staff and departments focus on key vocabulary</li></ul>	-Ongoing	<ul style="list-style-type: none"><li>-Class Teachers</li><li>-HOFs</li><li>-SENCo</li></ul>	<ul style="list-style-type: none"><li>-High quality resources are used to enhance quality first teaching</li><li>-Pupils understand which resources are available to them and use them appropriately</li><li>-Increase in reading ages, removing barriers in accessing the curriculum</li><li>-Reading age testing supports the identifications of SEND needs/Exam Access Arrangements</li></ul>
Ensure that all pupils attend the academy regularly.	<ul style="list-style-type: none"><li>-Implementation of Academy attendance strategy</li><li>-Phased attendance response, for example communication with parents, ASP</li><li>-Rewards</li><li>-Transition plan for SEND students with attendance concerns</li><li>-SEND team morning check in support for</li></ul>	-Ongoing	<ul style="list-style-type: none"><li>-Assistant Principal/Attendance Lead</li><li>-Family Liaison Officer</li><li>-Progress Leaders</li><li>-SEND Team</li></ul>	<ul style="list-style-type: none"><li>-Increase in pupil attendance</li><li>-Increased access to the curriculum</li></ul>

	identified students			
Ensure all necessary provision is in place for pupils with additional needs, including medical needs.	-Annual Review of all EHCPs -Annual Review of all medical information -Implementation of School Nurse academy offer -Consultation with medical professionals e.g. Diabetic Nurse	-Annually -Updated when required -Every two weeks -When required	-SENDCo -Pastoral/Medical Administrator	-All information updated and shared with staff through CPD and ICT system -Staff First Aid and medical conditions training, for example EpiPen -Identification of student needs/daily care arrangements -Any equipment, adaptations and provision required are planned for
To increase the knowledge of all staff on aspects of disability within the academy e.g. SLCN, ASD, ADHD, Dyspraxia, Dyslexia, Dyscalculia, HI, VI, Visual Stress, SLI.	-Provide relevant, regular CPD opportunities for all staff -Provide regular T&L briefing updates with a SEND focus -CPD delivered by external agencies e.g. ASCETS, EP and VI	-Half termly -Termly	-SENDCo/Trust SEND & Inclusion Manager	-High-quality teaching for all pupils -Effective differentiation/scaffolding -Increased pupil engagement and progress
Ensure all educational visits are accessible for all pupils.	-Pre-site visits to be conducted by staff where appropriate -Risk assessments completed and shared with all relevant stakeholders	-Ongoing	-Visit Leader -EVC	-All pupils to have the opportunity of attending all educational visit
Ensure that the PE Curriculum is accessible to all pupils.	-Audit PE resources to assess accessibility -Develop links with disabled sports people to promote equality and inclusion within the academy	-Ongoing	-Head of Performance	-All pupils to take part in PE
<b>Priority 2: To improve access to the physical environment of the academy.</b>				
<b>Target</b>	<b>Actions to be taken:</b>	<b>Timescale:</b>	<b>Responsibility:</b>	<b>Outcomes:</b>
All pupils are able to access all of the academy.	-Audit of accessibility of academy grounds	-Ongoing	-Trust Estates Manager -Academy Business Manager	Pupils have access to all of the academy.
Supporting pupil's physical needs.	-Annual Review of all PEEPs	-Annually and	-SENDCo	-All key staff are identified and

	<ul style="list-style-type: none"> <li>-Review current/implement new specialist equipment to support pupils e.g. emergency evacuation chairs/sleds, height adjustable chairs</li> <li>-Ensure relevant staff training is in place to support pupils with their personal care</li> <li>-Intimate Care plans codeveloped and updated with medical staff and parents</li> <li>-Ensure that toilets/ changing room facilities are fit for purpose for disabled pupils and visitors</li> <li>-Layout of the classroom environment to ensure accessibility for children with physical needs</li> <li>-Access CPD opportunities provided by external agencies to ensure that learning environments are accessible to all learners e.g. VI team</li> </ul>	updated as and when needed	<ul style="list-style-type: none"> <li>-Trust Estates Manager</li> <li>-Academy Business Manager</li> <li>-Class Teachers</li> </ul>	<p>knowledgeable regarding PEEPS</p> <ul style="list-style-type: none"> <li>-All PEEPS updated and accessible</li> <li>-All staff training completed</li> </ul>
To ensure classrooms have any necessary resources for visually or hearing impaired children.	<ul style="list-style-type: none"> <li>-Consultation with Visual and Hearing Impairment teams</li> <li>-Relevant resources to be provided in specific classrooms such as: VI - magnifier, writing slope HI - visual support</li> <li>-CPD session for staff from VI team</li> </ul>	-Ongoing	<ul style="list-style-type: none"> <li>-SENDCo</li> <li>-Class Teachers</li> </ul>	-Visual and hearing impaired pupils can access learning within the classroom
Improve signage and external access for visually impaired children.	<ul style="list-style-type: none"> <li>-Outline steps with mustard paint</li> <li>-Ensure all entrances and exits have clear signage.</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing</li> <li>-Annually</li> </ul>	<ul style="list-style-type: none"> <li>-Trust Estates Manager</li> <li>-Academy Business Manager</li> </ul>	-All steps marked to improve access on site
Increased access to the academy site for disabled parents/pupils.	-Identified parents/pupils to access the staff car park; beyond the secure gate	-Ongoing	<ul style="list-style-type: none"> <li>-SENDCo</li> <li>-Main Reception</li> </ul>	-Parents/pupils closer proximity to the main entrance
Supporting pupil's emotional and mental health needs.	-Effective implementation of academy behaviour and rewards system	-Ongoing	-DSL/Safeguarding Team	-Mental health and wellbeing support has a high profile in the

	<ul style="list-style-type: none"> <li>-Utilise external agencies; School Nurse, With Me In Mind, CAMHS</li> <li>-Kooth assemblies</li> <li>-‘On the Level’ presentation</li> <li>-Mental Health First Aiders</li> <li>-Implementation of the academy PSHE and Life Skills curriculum</li> </ul>		<ul style="list-style-type: none"> <li>-Pastoral Leaders</li> <li>-Progress Leaders</li> <li>-PSHE/Life Skills Lead</li> </ul>	<ul style="list-style-type: none"> <li>academy</li> <li>-Implementation of new PSHE and Life Skills curriculum</li> </ul>
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**Priority 3: To improve the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.**

<b>Target</b>	<b>Actions to be taken:</b>	<b>Timescale:</b>	<b>Responsibility:</b>	<b>Outcomes:</b>
Make available academy brochures, newsletters and other information for parents/carers in alternative formats and fonts if requested.	<ul style="list-style-type: none"> <li>-Review all current academy publications and promote the availability in different formats and fonts for those who require it</li> <li>-Gather parent voice</li> <li>-Ensure all documents are available wherever possible in Word format to support the use of immersive reader from mobile devices and computers</li> <li>-Continue to use of the Academy SIMS App to communicate with parents</li> <li>-Develop the use of the Academy website to share information to parents</li> <li>-Develop parent forums including those specifically for SEND parents to share updates and information</li> </ul>	-Ongoing	<ul style="list-style-type: none"> <li>-IT Manager</li> <li>-SLT</li> <li>-SENCo</li> </ul>	<ul style="list-style-type: none"> <li>-Academy information is accessed by all families</li> <li>-Parents receive information in a timely manner</li> <li>-Information about the Academy is readily available on the website at all times in a format that can used with immersive reader for accessible fronts and read aloud</li> </ul>
Make information available using visuals and pupil friendly font and text where required.	<ul style="list-style-type: none"> <li>-Recommendations from external professional support e.g. SaLT, Health and SpED team, utilise programs to create information in an accessible format.</li> </ul>	-Ongoing	<ul style="list-style-type: none"> <li>-SENCo</li> <li>-Class teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Information is shared with pupils in an appropriate format</li> </ul>
Availability of a BSL interpreter if required.	<ul style="list-style-type: none"> <li>-The Academy will use a BSL Interpreter Service to ensure full parental participation in academy life, from</li> </ul>	-Ongoing	-SENDCo	<ul style="list-style-type: none"> <li>-HI families have greater access to information from the Academy and can participate in meetings</li> </ul>

	meetings to assemblies.			and discussions about their child and participate in assemblies and productions
<p>Availability of written material in alternative Languages when necessary.</p> <p>Availability of a translator if required.</p>	<ul style="list-style-type: none"> <li>-Use information and translations provided by the EAL Team for key information for EAL Families</li> <li>-Use a Translator service if required to ensure full parental participation in meetings</li> <li>-Ensure all documents are available wherever possible in Word format to support the use of translate from mobile devices and computers</li> </ul>	-Ongoing	<ul style="list-style-type: none"> <li>-SENDCo</li> <li>-Pastoral Team</li> <li>-IT Manager</li> </ul>	-EAL families have greater access to information from the Academy and can participate in meetings and discussions about their child

