

Accessibility Plan

2022-2025



Introduction

Catcote Academy caters for students between the ages of 11 and 19 with moderate, severe or profound learning difficulties. All students have an Education, Health and Care Plan (EHCP). The proportion of students known to be eligible for Pupil Premium funding is well above the national average. The vast majority of students are of White British origin.

Attainment on entry is well below the expected range for students of the same age nationally. Student ability across the school covers those at the earliest stages of learning (formerly known as P Scales) to those working towards Year 2 expectations.

This Accessibility Plan is compliant with current legislation and the requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010.

Aims

We aim to ensure that Catcote Academy is a friendly and secure place, with a stimulating and rewarding environment. We want every student to make as much progress as possible and aim to offer enriching experiences alongside a broad, balanced and personalised curriculum, using a range of strategies and approaches appropriate to individual needs and learning styles. The Academy adopts a proactive approach to disability equality, incorporating it into all decisions and activities.

Policies are in place to ensure the wellbeing of the whole school community, and that the aims set out above are supported.

The Academy subscribes to the vision for high aspirations and expectations set out in the Special Educational Needs and Disability Code of Practice 2015, and works to realise it for all of our students. The Code of Practice states that:

All children and young people are entitled to an education that that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Access to the Curriculum

Our curriculum addresses the needs of all of our students as well as any statutory requirements to provide access to a broad and balanced curriculum. In practice, this means that most students will follow modified programmes of study (POS) and may use POS from earlier key stages. Some students will follow a semi-formal curriculum if this is judged to best meet their needs.

We ensure that all students can access the activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For students to access the curriculum

lessons are highly differentiated and take account of individual learning difficulties. Priority is placed on student participation, in as independent a way as possible. Adults are clear about the learning objectives of the lesson, class and individuals.

Good communication is supported by the use of signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices) overseen by a teacher with responsibility for communication. All students have access to appropriate computer technology.

A full time health care assistant, and part time physiotherapists and occupational therapists, work alongside staff and parents to ensure that we meet the health and physical needs of our pupils. We use adapted curriculum materials and sensory approaches for children with sensory impairments and provide suitable environments and teaching methods for students with an ASC.

Our minibuses are designed to take wheelchairs to ensure no child misses out on activities that take place off site. We encourage independence in our students and strive to ensure that they experience full and rewarding lives.

The Academy will continue to seek and follow the advice of LA services, such as the SEND team and Psychology Team, and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the Academy Environment

The Academy is fully accessible for all pupils, staff and visitors. The Academy has a fully accessible specialist therapy room, soft play and sensory rooms. The outdoor environment is also fully accessible.

On admission to the Academy comprehensive individual risk assessments are carried out where appropriate to ensure facilities are accessible and, where necessary, adaptations are made.

The Academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

All information issued by the Academy aims to be user friendly. Makaton signing and symbols (Communicate in Print) are used throughout the Academy to support the students' communication, reading and understanding.

Academy Access Planning has included the following:

- Developing our outdoor area to create an inclusive specialist outdoor learning environment, specifically designed for students with special educational needs and accessible for all learners;
- Renewing personal care areas for toileting and changing;
- Creating a larger reception area with further space for wheelchair users;
- Working with the Local Authority to ensure that new building are fully accessible, including provision a lift for the upper floor;
- Provision of quiet rooms and break out space within classrooms;
- Development of SPIRIT suite for sensory integration.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

- Equality and Diversity Policy;
- Manual Handling Policy;
- Teaching & Learning Policy;
- Facilities Management Policy;
- Medical Conditions and Medication Policy;
- SEND Policy; and
- Risk Management Policy.