"Maximising students' abilities, ambitions and academic potential"

Accessibility Plan

Recommended by the Finance and Premises Committee	
Date: Feb 2017	
Approved by the Full Governing Body	
Signed: *John Brook*	
Next review due: January 2018	

Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction:

Broadoak Mathematics and Computing College is a vibrant and innovative learning environment, where all students, including those with disabilities, can maximise their abilities, ambitions and academic potential. We welcome the responsibilities placed upon us by the Equality Act 2010, which states that schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled students can participate in the curriculum;

- improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and

- improving the availability of accessible information to disabled students.

In referring to students with disabilities, the Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Aims:

The aims of this Plan are:

- to ensure the College fulfils its statutory requirements, as detailed in the Equality Act 2010;
- to provide a clear guide for parents/carers and students about how the needs of students with disabilities are promoted and supported;
- to enable disabled students full and equal access to all aspects of College life;
- to ensure all staff and volunteers at the College understand their role in facilitating the accessibility of opportunities for students with disabilities.

Monitoring and review:

The Plan will be monitored by the Finances and Premises committee and through the whole College annual Improvement and Development Plan.

Accessibility Plan, 2015-18

Aim	How this will be achieved	Strategies	Responsibility	Success Criteria
To increase the extent to which disabled students can participate in the curriculum	1. Ensure that students with disabilities can access full range of extracurricular opportunities	1. All students and parents/carers provided with Broadoak Extra information via website/FB/Twitter/student bulletin	TKI/SHM	Students with disabilities attending extracurricular activities
	2. Early identification of needs of students with disabilities	2. Meetings with key staff from partner primary schools at transition. Meetings with parents to plan for needs through Health Care Plans or SEND meetings	REW/AJK	Plans in place and students able to access full curriculum
	3. Use of Personalised Learning Base (PLB) to provide students with disabilities personalised curriculum to meet needs as appropriate	3. Needs identified through Health Care Plans or SEND reviews (including EHCPs). Review of provision through SSMs.	Year Leaders REW JAT	Students with disabilities have attendance in line with College average
To improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided	1. Maintain the quality of the College buildings and access routes so that easy access is possible for all	1. Regular site inspections; work in maintaining accessibility is prioritised	NCW WDF	All students can access all areas of the College easily

To improve the availability of accessible information to disabled students	1. Ongoing use of new technologies to support delivery of information to students with disabilities	1. Regular training/attendance to network meetings to develop knowledge of new technologies available	REW	New technologies are understood and used by staff where appropriate
	2. Ongoing switch from Teacher Guidelines to Pupil Passports to ensure Student Voice embedded as part of sharing strategies with staff to ensure work/information is accessible for all	2. Students work with key workers to develop 'pupil passports'	REW SST	Lesson Obs/Learning Walks demonstrate good or better teaching across the College, with well-developed differentiation strategies implemented
	3. Ongoing training for SST staff so that needs of students are understood and appropriate adjustments can be made as needed	3. Use of Third Thursday Training and Student Focus Meetings to disseminate training to all staff	REW TJD	Parent and Student Voice through SEND/EHCP reviews indicate that needs are met