



Accessibility Plan

2024-2027

Version:	September 2024
Ratified by the Local Governing Body	
Signed by the Local Governing Body	Date: <i>awaiting ratification</i>
To be reviewed every 3 years	Date: September 2027

Contents

1. Introduction 3

2. Special Educational Needs 3

3. Access to The Academy Curriculum 4

4. Access to Information/Communication with Parents/Carers 4

5. Access to Specialist Support 5

6. Changes 8

1. Introduction

1.1. The Warwickshire Academy is a Year 5 to Year 14 (KS2-5) special academy. We cater for pupils with Social, Emotional and Mental Health (SEMH) challenges and additional complex behaviors. A number of our learners may also be on the autism spectrum. This plan identifies:

- How the Academy meets the needs of children in response to the Special Educational Needs and Disabilities Code of Practice 2014.
- How the Academy takes into account and responds to the Equality Act 2010.

1.2. The Warwickshire Academy's Accessibility Plan relates to the key aspects of the physical environment, curriculum, and written information.

2. Special Educational Needs

2.1. A child or young person has SEN if they have a learning difficulty or a disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her making use of facilities that are provided for children of the same age.

2.2. All Learners have an Education, Health and Care Plan (EHCP). Learners are primarily ambulant however the site is fully accessible for wheelchair access should this be required. The site has:

- Fully accessible toilets and changing areas
- Dropped kerbs
- Low-distraction environments and spaces for small group work
- Classroom pod environments learners
- Specialist curriculum areas including:

- A Science laboratory, Design and Technology suite, Food Technology suite and a Fitness suite
- Safe and secure outside area
- Indoor Hall/Gym
- Library
- MUGA – Multi Games surface
- Sensory suite
- Therapy suite

3. Access to The Academy Curriculum

- 3.1. The Academy strives to provide a caring environment, giving equal value to each individual regardless of ability or background. Within this framework, it aims to create opportunities for the intellectual, personal, and social development of all students whilst building the skills they need for the life they want. This is so they may realise their full potential, experience success, and become responsible and fulfilled members of the Academy, of the Community and of the rapidly changing society around them. Our curriculum at The Warwickshire Academy is constantly evolving using our collective experience of working with unique children with a diverse range of needs. It is tried and tested but continues to be modified to meet the changing needs of the children. Staff are skilled and trained in delivering a wide variety of teaching approaches.

4. Access to Information/Communication with Parents/Carers

- 4.1. The Warwickshire Academy is committed to open and honest communication with families. This is achieved by:
- The Warwickshire Academy will communicate with parents/carers via either the school app or other appropriate electronic methods. Communication with individual families will be used at the academy's discretion.
 - Regular parent meetings including annual reviews, parents' evenings, Academy events and opportunities to input into the curriculum.

- Individualised communication e.g., texting, emails, use of interpreters.
- Academy website and newsletters.

5. Access to Specialist Support

5.1. The Warwickshire Academy provides, employs, and has access to a range of professionals who offer advice, guidance, and support in meeting pupils' needs. These agencies include:

- On-site First Aiders
- Access to external therapies such as equine therapy
- Access to an Occupational Therapy Service
- Access to Play Therapists
- Additional therapeutic services as required for the needs of our learners.

5.2. There is regular input into the Academy from:

- Private Educational Psychology Service
- Child and Adolescent Mental Health Service
- Specialist Therapists as identified to meet the needs of individual learners.

5.3. The following academy policies outline how the academy addresses and continues to review and improve the academy curriculum. These include:

- Policy and Statement
- SEN Information Report
- Assessment and marking policy
- SEN Policy
- Behaviour Policy

5.4. This plan will be monitored by the Academy's Trustees and published on the Academy website. The School Improvement Plan is the main

document which drives our practice forward and is central to the delivery of the Academy Accessibility Plan.

- 5.5. The key actions to increase accessibility for pupils to the curriculum, the physical environment and to information are:

Objectives	Actions to achieve objective	Responsibility	Success criteria
<p>To ensure curriculum access for the upcoming and further changing cohort of pupils</p>	<p>A broad, balanced and physically well-resourced curriculum offer.</p> <p>Individual learning targets through Individual Education Plans</p> <p>Specialist teaching input (IT, Art, music, Science, PE, design and technology, Food technology)</p> <p>Access to therapeutic services to enable individual learners to access the curriculum.</p>	<p>Whole staff team</p>	<p>Raise pupil achievement in core areas of the curriculum.</p> <p>Facilitate additional support to enable individuals to access the full Curriculum.</p> <p>Enhance life experiences.</p>
<p>Ensure appropriateness of the physical environment</p>	<p>Ensure specialist areas are physically well equipped.</p> <p>Ensure curriculum content guides effective use of physical environments to support learning.</p> <p>Develop outdoor opportunities for students across the curriculum.</p>	<p>Lead by SLT Whole staff team responsible for implementation</p>	<p>Raise achievement for pupils.</p> <p>Improved safety for all involved.</p> <p>Attractive and suitable environment maintained/improved.</p> <p>Increase personal and social learning opportunities for children throughout the school day.</p>

	<p>Continue to develop the accessible outdoor areas:</p> <ul style="list-style-type: none"> - Forest school area - Nature area – to include pond <p>Make use of the MUGA as an integral part of curriculum and extracurricular opportunities.</p> <p>Ensure low distraction working and breakout spaces are accessible for learners as required.</p> <p>Develop and integrate opportunities to accommodate individual emotional and therapeutic support needs</p>		<p>Have opportunities to generalise skills.</p>
<p>To improve learner's ability to communicate their wants and needs and to maintain well-being,</p>	<p>Key staff assigned to learners in each class to support learner's individual communication, emotional and academic needs.</p> <p>Develop and implement format for curriculum and parents evening to reflect the Education, Health and Care plans</p>	<p>Whole Academy team</p>	<p>Effective use of in school Keyworker system</p> <p>Effective communication within academy and with all stakeholders</p> <p>New opportunities to increase our children's views/voice.</p> <p>Introduction of:</p> <ul style="list-style-type: none"> - Communication through agreed

<p>a) for children</p> <p>b) for parents / carers</p>	<p>Academy website</p>		<p>home/school methods.</p>
<p>To ensure that staff are trained to meet the full range of pupils' needs.</p>	<p>Full training for new staff.</p> <p>Annual/bi-annual update training for existing staff</p> <ul style="list-style-type: none"> - Medical conditions - Positive Behaviour Management - Manual Handling <p>Plus, specialist training linked to individual needs.</p> <p>Comprehensive Inset programme for all staff linked to SIP and appraisal targets</p>	<p>Head teacher and multi-disciplinary team</p>	<p>Staff are trained and competent.</p> <p>Staff are proactive in self-identifying training needs.</p>

6. Changes

Description	Date	Page	Section
Whole policy revire	September 2024	Throughout	Throughout