



**CALTHORPE
ACADEMY**
Skills for the life we want

Accessibility Plan

2022-2025

Ratified by the (*Head Teacher)

A handwritten signature in dark ink, appearing to be 'M. J. H.', is written over the signature line.

Signed by the (*Head Teacher):

Date: 28/9/22

To be reviewed (*every 3 years):

Date: 28/9/25

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1. Changes

Description	Date	Page	Section
Introduction now includes the vision and aims of the Academy.	24.01.22	3	2
A further explanation to why there is a need for an accessibility plan	24.01.22	3	2
Approaches to support communication and interaction is now included	24.01.22	5	5.1
Approaches to support social, mental and emotional health is now included	24.01.22	5	5.2
Approaches to support cognition and learning needs is now included	24.01.22	5	5.3
Accessibility plan updated	24.01.22	9	7

2. Introduction

Calthorpe Academy is a 2-19 special academy. We cater for learners with learning difficulties along with associated physical, medical and sensory needs. We also cater for learners who have social and communication needs.

The vision of Calthorpe Academy is to provide exceptional education and life opportunities to all of our children and young people. We will ensure that our curriculum is personalised, develops life skills and promotes independence. We will continue to develop and adapt as the needs and aspirations of our children and young people change. We ensure that we empower our children and young people in a safe, highly enriched and vibrant learning environment where everybody's voice is heard and the learner is at the centre of everything we do.

Our aims are:

- To challenge and inspire our children and young people
- To create a safe and happy learning environment
- To create a fun learning experience
- To promote independence
- To ensure high standards in everything we do
- To develop communication and a voice for all
- To integrate with the wider community
- To promote healthy body and mind
- To work in partnership with others

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality

Act 2010 and how the academy meets the needs of children in response to the Special Education Needs and Disabilities Code of Practice 2014.

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

3. Special Educational Needs

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

4. Access to the physical environment

Access to the physical environment is fully accessible for all people including those who use wheelchairs. It has:

- Overhead tracking
- Fully accessible toilets and changing areas
- Low distraction environments and spaces for small group work
- Hydrotherapy pool
- Dropped kerbs
- Safe and secure outside area
- High quality library
- Wheelchair accessible playground equipment

5. Access to the Academy curriculum

All Learners at Calthorpe Academy have an Education, Health and Care Plan. Some learners have been identified as requiring 1:1 health care support. The Academy strives to provide a caring environment according 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 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 Calthorpe is constantly evolving using our collective experience of working with unique learners with a diverse range of needs. It is tried and tested but continues to be modified to meet the changing needs of the learners. Staff are skilled and trained in delivering a wide variety of teaching approaches and the strategies

listed below reflect some of the reasonable adjustments that can be offered by Calthorpe Academy:

5.1 Approaches to support Communication and Interaction

- Visual timetables and supports
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently and in groups
- Time provided for learners to process language
- Teacher able to access and employ method of communication appropriate to learners need
- Clear and simple instructions

5.2 Approaches to support social, mental or emotional health

- Tactile sensory objects to calm learners
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Personalised rewards including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Clear and understood behaviour policy
- Solution focused approaches
- Consistent use of language and expectations

5.3 Approaches to support cognition and learning needs

- Reading material accessible to learners
- Learners can present knowledge / views in a variety of ways
- Accessibility to personalised learning aids
- Collaborative working opportunities
- Visually supported learning environments
- Multi-sensory approaches to learning
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

6. Access to information/Communication with parents/carers

Calthorpe Academy is committed to open and honest communication with families. This is achieved by:

- Home-school books
- Regular parent meetings including annual reviews, parents evenings, academy events and opportunities to input into the curriculum
- Individualised communication e.g. texting and emails, use of interpreters
- Academy website and prospectus

7. Access to specialist support on site

Calthorpe Academy provides a base and employs a range of professionals who offer advice, guidance and support in meeting learners needs. These agencies include:

- A full time academy medical service, including consultant paediatrician, nurses and complex carers.
- A full time Speech and Language Therapist
- An on-site full time Physiotherapy Service
- Occupational Therapy Service
- 2 full time behaviour support practitioners
- A full time Occupational Therapist
- A full time mental health lead

There is regular input into the academy from:

- Sensory Integration Specialist
- Educational Psychology Service
- Child and Adolescent Mental Health Service (Forward thinking Birmingham – School Clinics)
- Music Therapist

8. Related policies

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

- SEN Information Report
- Curriculum statement
- Teaching and Learning Policy
- SEN policy
- Behaviour Policy

This plan will be monitored by the Academies 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.

9. Accessibility Plan.

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
To improve curriculum access for the changing cohort of pupils	<p>Individual learning targets through PIPS</p> <p>Specialist teaching input (IT, Art, Music)</p> <p>Further develop resources to support communication</p> <p>Increase off-site visits including PE</p> <p>Increase experience of live music and drama</p>	Whole staff team	<p>Raise learner achievement in core areas of the curriculum</p> <p>Enhance life experiences</p>
To improve the physical environment	<p>Continue to develop the accessible forest school area</p> <p>Improve the quality of outdoor opportunities for students across the curriculum</p> <p>Maintain and develop resources for all pupil groups e.g. sensory trail for VI children, low distraction working spaces for ASD children</p>	Senior Leadership Team with support of individual staff members	<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 learners throughout the academy day</p> <p>Have opportunities to generalise skills</p>

<p>To improve communication</p> <p>a) for learners</p> <p>b) for parents/carers</p>	<p>Communication staff assigned in each class to promote Total Communication</p> <p>Parents evenings to reflect on Education, Health and Care plans</p> <p>EHCP targets through PIPS shared with parents.</p> <p>Parent 'SZAPP'</p>	<p>Whole academy team</p>	<p>Effective communication within academy and with all stakeholders</p> <p>New opportunities to increase our learners views/voice</p> <p>Increase access to key academy documents and information</p> <p>High uptake of parent APP.</p>
<p>To ensure that staff are trained to meet the full range of learners 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 need</p> <p>To further improve differentiation in the classroom so that the needs of all learners are fully met</p> <p>Comprehensive Inset programme for all staff linked to SIP and appraisal targets</p>	<p>Senior leadership team with support of Extended leaders</p>	<p>Staff are trained and competent</p> <p>Staff are proactive in self-identifying training needs</p>

