



# ASPIRATIONS

**Livingstone Academy Bournemouth**

## ACCESSIBILITY PLAN

Latest version:	<b>May 2021</b>	Review period:	<b>2 years</b>
Date of next review:	<b>May 2023</b>	Owner:	<b>Executive Director of Learning</b>
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## Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of Livingstone Academy Bournemouth to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of students.
- The Executive Director of Learning and other relevant members of staff.
- Livingstone Academy Bournemouth members.
- External partners.

This plan is reviewed annually to take into account the changing needs of the schools and its students, and where the school has undergone a refurbishment.

## Planning duty 1: Curriculum

Action Plan	Strategies	Timeframe	Review date
Raise Whole Academy Awareness of possible barriers to learning	<ul style="list-style-type: none"> <li>SEND information available to all staff and is used to support the learning of our students.</li> <li>Programme of CPD in place to support staff to meet the needs of all learners.</li> <li>Assemblies and enrichment activities provide further opportunity for sharing our core values and debating inclusive practice.</li> <li>Curriculum is reviewed to ensure Inclusion and Accessibly.</li> </ul>	Whole academic year	September 2022
Review of subject areas resources/texts to assess readability	<ul style="list-style-type: none"> <li>Director of Curriculum and Innovation to review.</li> <li>NGRT assessments to be conducted.</li> <li>LRC to reflect Academic reading demographic.</li> <li>Literacy embedded into all curriculum areas.</li> </ul>	Whole academic year and reviews end of T1 and end of T2	September 2022
Audit of differentiation and curriculum access in all subject areas	<ul style="list-style-type: none"> <li>Director of Curriculum and Innovation to review.</li> <li>Training in implications of particular disabilities and strategies.</li> </ul>	Whole academic year	September 2022
All examinations / assessments are accessible to all students	<ul style="list-style-type: none"> <li>Students requiring additional support for examination or internal assessments are assessed and monitored in line with the national JCQ requirements. Modified papers and formats are applied.</li> <li>Invigilators and TAs are well trained to provide access arrangements.</li> </ul>	Whole academic year Interim reviews end of T1 end of T2	September 2022

## Planning duty 2: Accessibility of physical environment

Action Plan	Strategies	Timeframe	Review date
Classrooms are accessible for students with physical or learning difficulties	<ul style="list-style-type: none"> <li>Adaptive SEND equipment is provided to students who have sensory or learning difficulties.</li> <li>Seating plans are in place so that students with mobility difficulties can access learning within the classroom.</li> <li>Guidance is applied from specialist partners (NHS and SEND practitioners).</li> <li>TAs are well trained to support students to access the site.</li> </ul>	Whole academic year	September 2022
Ensure access for visitors and students with a disability is feasible.	<ul style="list-style-type: none"> <li>Take appropriate advice on new signage to be used in building.</li> <li>Lifts are maintained and serviced.</li> </ul>	Whole academic year	September 2022
Signage is clear and understandable for all students	<ul style="list-style-type: none"> <li>Take appropriate advice on signage to be used in the building.</li> <li>Signs adapted where appropriate.</li> </ul>	Whole academic year	September 2022

## Planning duty 3: Improving access to written information

Action Plan	Strategies	Timeframe	Review date
Research alternative formats Explore audio formats Develop web-based materials	<ul style="list-style-type: none"> <li>Review range of written information provided to students &amp; parents- led by SSS and Central resources officer.</li> <li>When information about a parent's disability and accessibility requirements are shared with the Academy, notes are added to the school system and the information is swiftly shared with staff.</li> </ul>	Whole academic year	September 2022