



Cabot
Learning
Federation



CABOT
LEARNING
FEDERATION

CLF POST 16 ACCESSIBILITY PLAN

Implementation Date:
June 2016

Next Review Date:
Feb 2024

History of Policy Changes

Date	Page	Change	Reason for Change	Changes made by
June 2016	Whole document	Created for CLF Post 16		
June 2017	Whole document	Whole document review to be effective over two centres from September 2017	Reviewed due to changes in Post 16, moving to two centres from six.	Kath Cooper
July 2017		Inclusion of accessibility to pastoral support & improving the delivery of written information to students with EAL, especially with regards to exam arrangements	Advice from CLF SENCO cluster meeting. Analysis of summer exam process.	Andy Watch
21/2/2018	Whole Document	Reviewed and approved by Academy Council		
14/11/2019	Whole document	Reviewed for required changes		Lucy Gibert
28/02/2023	Whole document	Reviewed for required changes		Lana Crosbie

Contents

INTRODUCTORY STATEMENT	3
BACKGROUND.....	3
WELCOMING AND PREPARING FOR DISABLED STUDENTS	3
ACTION PLAN	4
INCREASING THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN POST 16 CURRICULUM AND ACCESS PASTORAL SUPPORT.....	4
IMPROVING THE PHYSICAL ENVIRONMENT OF THE CENTRE TO INCREASE ACCESS TO EDUCATION BY DISABLED STUDENTS	4
IMPROVING THE DELIVERY OF INFORMATION TO DISABLED STUDENTS	5

Introductory Statement

We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan and other relevant policies can be made available in large print or another accessible format if required.

Background

Post 16 is hosted by John Cabot Academy in Kingswood, Bristol. All Post 16 students are educated at this site.

John Cabot Academy is a 'new build' and as such is physically accessible. John Cabot Academy has its own Accessibility Plan which should be referred to, particularly in terms of physical accessibility.

The Cabot Learning Federation plans, over time, to increase the accessibility of provision for all students, staff and visitors to the following areas:

- Increase the extent to which disabled students can participate in the curriculum and access pastoral support
- Improve the delivery of information to students, staff, parents and visitors with disabilities

These will be reviewed as and when necessary. It is acknowledged that there will be a need for ongoing awareness training for all staff regarding disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan can be read with the following policies, strategies and documents:

- CLF Post 16 Website
- Equal Opportunities Policies
- Health and Safety Policy
- SEND Policy
- Supporting Students with Medical Needs Policy

The plan will be monitored through the Leadership Team and reviewed annually.

Welcoming and Preparing for Disabled Students

Where it is practicable to make reasonable adjustments to enable a prospective student to take up a place at Post 16 and to satisfy the current admissions criteria, the Centre is committed to providing those reasonable adjustments.

In order to meet the needs of disabled students, Post 16 requires full information at enrolment and guidance meetings. Post 16 will ask all applicants for admission to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which Post 16 should be aware.

In assessing the pupil or prospective pupil, Post 16 may need to take advice and require assessments as appropriate. Post 16 will be sensitive to any issues of confidentiality.

Action Plan

The Plan will be monitored by the Principal of Post 16 and by the Academy Council. The plan is organic and will need adaptation and additions on a regular basis.

Increasing the Extent to which Disabled Students can Participate in Post 16 Curriculum and Access Pastoral Support

Action	Outcomes	Person responsible	Timeframe
Encourage alternative means of recording using laptops with specific software	Support the learning of all	Heads of College	Annually & Ongoing
Ensure independent learning opportunities/activities are accessible for all students		SENCO	Annually & Ongoing
CPD and training to be offered for key staff teaching/supporting students with differing SEN needs	Improved knowledge of strategies and techniques to address learning needs	SENCO	Annually & Ongoing
Audit CLF+ to ensure accessibility		SENCO	Annually & Ongoing
Ensure students who are on bespoke timetables or not attending for authorised reasons, still have access to appropriate pastoral support	Student & parental feedback regarding pastoral support by Post 16 as outstanding	Heads of College / SENCO	Annually & Ongoing

Improving the Physical Environment of the Academy to Increase Access to Education by Disabled Students

Facilities to enable accessibility at John Cabot Academy include:

- There is marked accessible parking with room for two cars adjacent to a ramp providing access to the main building front and side doors.
- The nosing of steps into the main building and around the site are painted with high visibility paint.
- There are two DDA compliant toilets in the main building and one in the Cabot Eye.

Access to the curriculum and necessary adjustments:

- Technology will be employed to improve access to the curriculum for visually impaired students.
- Staffing levels and training to ensure all students can go on Academy trips.
- Continued training of staff to support students with SEND: dyslexia, visual impairment, hearing impairment, etc.
- The social needs of students with autistic spectrum conditions will be managed to ensure a stable educational experience and full access to the curriculum.

Individual student accessibility plans will be written as required.

Improving the Delivery of Information to Disabled Students

Action	Outcomes	Person responsible	Timeframe
Provide text in an easy-to-read format or large print or provide adapted photocopies as needed.	As required	Curriculum Leaders	Ongoing
Ensure students have access to quality careers education, information, advice and guidance	CEIAG strategy in place	Heads of College and Careers coach	
SENCO to lead the quality provision. (Adaptive teaching strategies and resources).	Increased focus on meeting the needs of SEND students – student profiles/exam access	SENCO	Annually & Ongoing
SEND policy reviewed annually	Clear policy in place	SENCO	Annually & Ongoing
Improve the methods of communication to EAL students and their families especially re exams	Decrease in the number of students who miss or who are late for exams & unable to access the curriculum.	SENCO, Exams Officer & subject teachers	Prior to mocks