



Cabot
Learning
Federation



CABOT
LEARNING
FEDERATION

CLF POST 16 ACCESSIBILITY PLAN

Implementation Date:
June 2016

Next Review Date:
September 2018

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		

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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 other accessible format if required.

Background

Post 16 operates across two academies in the Bristol area. Post 16 students are educated at one or more of these sites and a free bus link is provided between the sites.

Bristol Brunel Academy & John Cabot Academy both occupy 'new builds' and as such are physically accessible. Each academy has their 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:

- Website
- Equal Opportunities Policies
- Health and Safety Policy
- Inclusion 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 Post 16	Annually & Ongoing
Ensure Home Learning projects are accessible for all students		SENCO	Annually & Ongoing
Specific 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	SSLs / SENCO	Annually & Ongoing

Improving the physical environment of the Centre to increase access to education by disabled students

See individual academy accessibility plans.

Improving the delivery of information to disabled students

Action	Outcomes	Person responsible	Timeframe
Provide text books in an easy to read format or large print	As required	Curriculum Leaders	Ongoing
Ensure students have access to quality careers education, information, advice and guidance	CEIAG strategy in place	SSLs	
SENCO to lead the quality provision	Increased focus on meeting the needs of SEND students – student passports/exam access	SENCO	Annually & Ongoing
Inclusion 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	SENCO, Exams Officer & subject teachers	Prior to mocks