



# Broadway Academy Policies

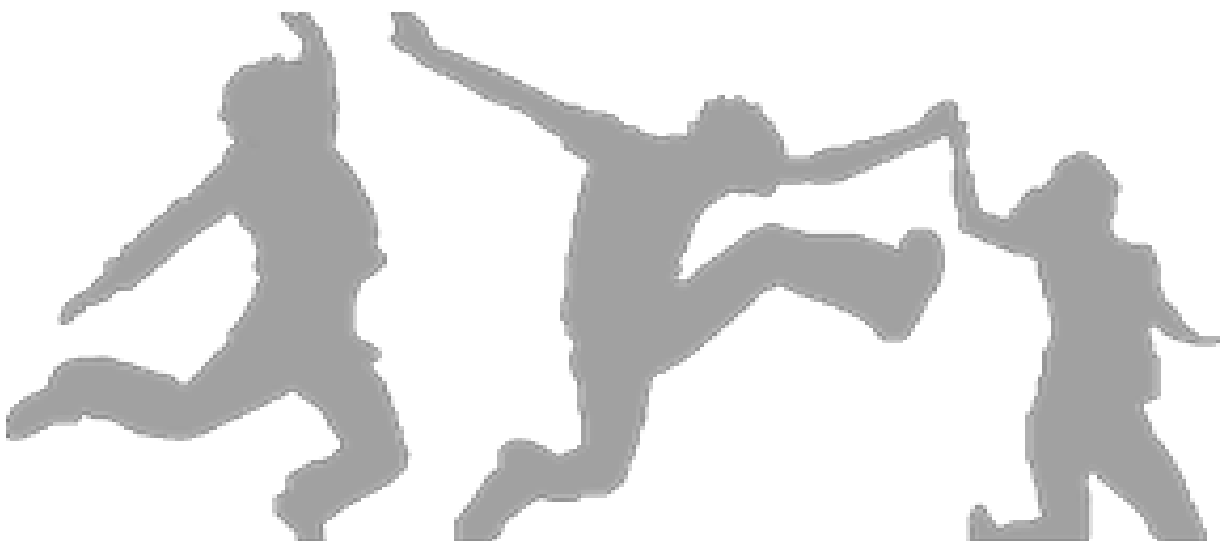
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## **Accessibility Plan**

**Approved by: Deep Academics Committee**

**Date approved: May 2025**

**Next review date: May 2028**



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## 1. Introduction

- 1.1 Broadway Academy is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – Equality Act (2010)
- 1.2 The Accessibility Plan is underpinned by the 2010 Equality Act and 2014 Special Educational Needs and Disability Code of Practice.
- 1.3 Broadway Academy's plan over time is to increase the accessibility of provision for all pupils, staff and visitors to the Academy. The Accessibility Plan contains relevant actions to:
  - 1) Improve **access to the physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - 2) Increase **access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in school clubs (before, during and after school), leisure and cultural activities or educational school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - 3) Improve the **access to information** to pupils, staff, parents and visitors with disabilities. Examples might include the school website, letters & leaflets, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time.
- 1.4 The actions plans at sections 2, 3 and 4 relate to implementing these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up at least every three years.
- 1.5 The plan has been produced by the Director of SEND and Inclusion (Nicola Bailey-Nicholls) in conjunction, and following consultation, with the Senior Leadership team, Governing Body and other stakeholders e.g. parents, staff, pupils. Subsequent monitoring and adjustments will be made by the SENCO and the relevant parties listed.
- 1.6 Broadway Academy acknowledges that there is a need for an ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

- 1.7 The plan does not stand alone, it links with many other policies, practices and documents. Its principals should be embedded within daily school practice and evident within the whole school environment. Relevant documents include:
- Equality Act 2010: advice for schools (DfE Feb 2013)
  - Special Educational Needs & Disability Code of Practice 0-25 (July 2014)
  - Schools SEN Information Report Regulations (2014)
  - Statutory Guidance on Supporting pupils at school with medical conditions (April 2019) & Specific Medical Conditions Policy (2019)
  - Mental Health and Behaviour in school (DfE 2018)
  - Broadway Academy Safeguarding and Child Protection policy
  - Broadway Academy Behaviour policy
  - Broadway Academy Anti- Bullying policy
  - Broadway Inclusion policy
  - Broadway Academy SEND policy
  - Broadway Academy Supporting Pupils with Medical Needs policy
- 1.8 The action plan for physical accessibility relates to the access audit of the school. It may not be feasible to undertake some of the works during the life of this particular accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
- 1.9 The Accessibility Plan is published on the Academy web-site [www.broadway-academy.co.uk](http://www.broadway-academy.co.uk) It also forms part of the Academy's [SEN Information report](#).
- 1.10 As policies, practices and documents are reviewed, they need to take into consideration and have regard to matters relating to equality and accessibility for all.
- 1.11 The plan will be monitored by the Director of SEND and Inclusion in conjunction with the Senior Leadership team, Governing Body and other stakeholders e.g. parents, staff, pupils.
- 1.12 The school will work in partnership with the Birmingham LEA in developing and implementing this plan and will adopt the principals of Birmingham's Access to Education Service.

## **2. Access to the Physical Environment of the School**

- 2.1 Current organisational practice includes:
- Disabled parking spaces within the school car park
  - Disabled toilets on each floor of the Academy
  - Handrails in some of the toilets
  - Level entrance into the main building
  - Lift to access each floor of the Academy
  - Communication friendly environment e.g. signs across the school site, visual timetables, photos, pictures, displays of students' work and achievements

- Supported seating arrangements for children with physical disabilities
- Weekly gross and fine motor skills for specific pupils
- Gross motor activities specified by the PDSS, physiotherapists and occupational therapists
- 1:1 LSA support for individual pupils to travel around the school if necessary
- Intervention Spaces available for target work and 'sensory breaks'
- Small stools and other height adjustable resources
- ICT to support with physical and sensory needs

2.2 The Action plan is set out below.

## Access to the physical environment of the school – Action plan

| Target                                                                                                                                                                                                                                                                                                                                                                                                                                           | Action                                                                                                                                                                                                                                                    | By Whom                                                                                                                              | Time scale                                                           | Outcomes                                                                                                                                         |
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| <p>For the school environment to provide optimum physical access for all pupils<br/>Consider:</p> <ul style="list-style-type: none"> <li>• Toilet facilities</li> <li>• Doors</li> <li>• Handrails</li> <li>• Corridors/cloakrooms</li> <li>• Parking</li> <li>• Lifts</li> <li>• Dinner hall arrangements e.g., seating, cutlery, trays</li> <li>• Intervention spaces</li> <li>• Signage for accessibility entrances and facilities</li> </ul> | <p>Inclusion Walk and completion of Access Audit</p> <p>(The Accessibility Audit will be produced in conjunction with the Pupil and School support services -PSS)</p> <p>Visit from PDSS to support - adaptations to then be made/ resources acquired</p> | <p>Director of SEND and Inclusion</p> <p>Site manager</p> <p>Heads of School</p> <p>Staff rep/Parent/pupil</p>                       | <p>Autumn term 2025 initial audit &amp; plan to follow (ongoing)</p> | <p>‘Reasonable adaptations’ made to the school environment to reflect the needs of all pupils as far as possible</p>                             |
| <p>Provide access to calm quiet spaces within the Academy to allow for ‘sensory breaks’ and wellbeing timeout for groups and individual pupils</p> <p>A wellbeing space at break and lunchtimes</p> <p>Quiet spaces for staff</p>                                                                                                                                                                                                                | <p>Sensory audit of the Academy by the LA Occupational Health nurses</p> <p>Designated areas – the Red corridor, the LRC, the Refocusing room, the Wellbeing room</p> <p>Resource accordingly e.g. calm, neutral colours, blank spaces,</p>               | <p>Director of SEND and Inclusion &amp; SENCO</p> <p>Lead practitioner for working with children with Autism</p> <p>Mentors, LSA</p> | <p>Autumn 2022 and July 2025and ongoing</p>                          | <p>‘Sensory break’ space to be available to pupils as and when needed.</p> <p>Timetabled visits to the areas and self-referrals for students</p> |

|                                                                                                     |                                                                                                                                                                                                                           |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                       |
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|                                                                                                     | comfortable seating,<br>sensory aids e.g.<br>weighted shoulder wraps,<br>fiddle toys, liquid timers<br>etc.<br>Consider lights, colours &<br>sound within the<br>environment                                              |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                       |
| Audit the training needs<br>of staff in the areas of<br>accessibility and support<br>for all pupils | To provide training in<br>response to the needs<br>identified by the<br>audit e.g. ADHD training,<br>ASC training, epilepsy,<br>dyspraxia, Motability<br>issues, medical needs,<br>Social, Emotional and<br>Mental Health | Director of SEND<br>and Inclusion<br><br>School Counsellor<br><br>Learning Mentor<br>External agencies<br><br>PDSS<br><br>PSS<br><br>CAT team | Ongoing training in specific<br>areas<br>(All Staff to receive or have<br>refresher on:<br>Autism Level 1<br>Trauma & Attachment<br>Mental Health First Aid )<br><br>Training to include lunch time<br>supervisors, administration<br>staff.<br><br>Annual attendance by PE<br>staff and a member of<br>support staff on inclusion<br>courses such as: Including<br>pupils with physical<br>disabilities, Including pupils<br>with identified Individuals and<br>groups within the school | Staff trained to be able to<br>accommodate the needs of<br>all pupils |

### **3. Access to the curriculum**

#### **3.1 Current organisational practice includes:**

- Rigorous monitoring of teaching and learning across the school
- Data analysis/pupil progress
- Learning walks/book scrutiny
- Pupil progress review meetings
- SEN provision maps
- Raising Achievement Plan (RAP) for each teaching group – detailing targeted interventions and support
- Departmental Achievement Plans (DAP)
- SEND Reviews – student reviews
- School Councils – Student Voice
- Liaison with external agencies – close working relationships with Pupil School Support, Educational Psychology, Communication and Autism team, Physical Difficulties Support Service (PDSS).
- Use of diagnostic assessments –psychometric tests
- Range of teaching methods and styles used to engage all types of learners
- Range of interventions in place to support all learners and their specific needs in order to maximise pupil attainment and achievement
- Extra-curricular activities available to all learners
- Learning Mentor support – throughout the school day and including recreational times
- Academy counsellor
- Academy Mental Health First Aiders
- Co-curricular activities - school trips and events accessible to all
- Additional staff employed to work with identified individuals with a high level of complex needs
- Staff have received training to meet the needs of individuals and groups of children e.g. ASC Level 1, diabetes, epilepsy, dyslexia, EpiPen etc.
- Resources available e.g. pencil grips, sloping boards, ICT software (Write online), exam reading pens, laptop use
- Transition plans in place to support transition from KS 2 to KS 3, KS 3 to KS 4 and K4 to KS5 - including visits, staff liaison, transition meetings with parents, transition books

#### **3.2 The Action plan is set out below.**



## Access to the curriculum - Action plan

| Target                                                                            | Current<br>Good practice                                                                                                                                                                                                                                                                      | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | By Whom                                                                                                                      | Time scale                          | Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Increase access to the curriculum for pupils with a disability across the academy | <p>Small teaching groups for SEN students</p> <p>Phonics teachers to support with the development of literacy skills</p> <p>Specialist interventions for SEN students</p> <p>All subjects have provision for SEN students</p> <p>The Academy has provided extensive SEN CPD for all staff</p> | <p>Plan and arrange relevant meetings between key members of staff</p> <p>Staff training on key areas of literacy, an Academy wide focus on reading</p> <p>–Effective deployment of support staff to teach and support the development of foundation literacy skills</p> <p>Monitor and maintain consistency teaching and learning for SEN students across all departments</p> <p>The use of the online software Provisionmap</p> <p>Regular testing and response to areas of support for students</p> | <p>Director of SEND and Inclusion &amp; SENCO</p> <p>The Pupil Support team</p> <p>HODs</p> <p>Teaching staff</p> <p>SLT</p> | <p>Summer term 2025 and ongoing</p> | <p>Improved and sustained progress of SEND students throughout Key Stage 3</p> <p>A curriculum that is adaptive and able to respond to the needs of SEN</p> <p>Smooth transition of pupils from Years 6-7</p> <p>Stakeholder voice obtained to shape plans and evaluate the curriculum</p> <p>Effective Partnerships between stakeholders to maintain the impact of the Foundation of curriculum.</p> <p>A greater understanding of the needs of students who require additional</p> |

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|                                                                 |                                                                                                                                                                                                                                                                                                        | Regular curriculum reviews to ensure the needs of all learners are being met.<br><br>A 6 <sup>th</sup> form pathway for Foundation learners                                                                     |                                                                                                                                                                                       |                              | provision                                                                                                                                 |
| Improve the delivery of information to pupils with a disability | At Broadway there is the use of a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> | Audit the various communication methods/strands used with students/ parents, staff and other stakeholders<br><br>Evaluate the effectiveness of the communication strands to those who rely upon their existence | Director of SEND and Inclusion & SENCO<br><br>The Pupil Support team<br><br>Hearing Impaired team<br><br>HODs<br><br>Teaching staff<br><br>SLT<br><br>Speech and Language team (SALT) | Summer term 2025 and ongoing | Improved communication for those with C& I need<br><br>Improved inclusive practices<br><br>Support available to those who have difficulty |

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| Improve and maintain access to the physical environment                                                                                                                                                           | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Library shelves at wheelchair-accessible height</p> | <p>Regular audit of resources or provision with SENCO and site manager&amp; caretaking team</p> <p>Action plan to be reviewed to ensure it is meeting the needs of stakeholders</p>                                                                                                                         | <p>SENCO</p> <p>Site manager</p> <p>Caretaking team</p> <p>PDSS</p> <p>Director of Sport</p> <p>Risk assessment AHT</p>                             | Termly discussions      | <p>the physical environment of the academy meets the needs of students who require adaptations</p> <p>students are included in all aspects of academy</p> <p>Visitors to the site have appropriate access to all areas of the school</p>                           |
| Continue to annually review the quality of teaching and learning for Foundation stage students at Key Stage 4 to ensure accessibility to GCSE courses and provide guaranteed certification at either Level 1 or 2 | <p>All directorates offer a Level 1 curriculum</p> <p>Stakeholders have supported the rationale for Level 1 courses and engaged with the facilitation consistently since implementation</p>                                                                                                                                               | <p>A clear Pathway of study at Key Stage 4 that allows progress to Foundation studies in Key stage 5 at Broadway or in college has been designed by all departments</p> <p>Differentiated activities and resources to ensure accessibility to Level 1 and 2 courses where appropriate for SEN students.</p> | <p>Director of SEND and Inclusion &amp; SENCO</p> <p>Assistant SENCO</p> <p>The Pupil Support team</p> <p>HODs</p> <p>Teaching staff</p> <p>SLT</p> | Autumn 2021 and ongoing | <p>All SEN students will be guaranteed a qualification in all the subjects they study.</p> <p>A scaffolded approach to accessing Level 2 courses</p> <p>Improved Progress 8 scores for SEN students and the wider academy in line with new reporting measures.</p> |

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|                                                                    |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                          |         | A clear pathway for the foundation curriculum in Key Stage 5.                                 |
| Enhance staff and student awareness of Autistic Spectrum Condition | <p>Excellent liaison with the local Communication and Autism Team</p> <p>Involvement in the nationwide pilot Empowered Autism project</p> <p>Staff trained by the CAT in Autism Awareness (Level 1)</p> | <p>To enhance staff's awareness of the experience of students with ASC.</p> <p>To ensure there is a consistent approach to supporting students with ASC.</p> <p>The use of the newly developed tools to support ASC students and their peers to have a greater understanding of ASC and strategies to support and manage the needs of ASC students.</p> <p>A sensory audit of the Academy to ensure the sensory needs of students are supported and managed effectively to be completed in the Summer of 2025.</p> | <p>Director of SEND and Inclusion &amp; SENCO</p> <p>Communication and Autism team</p> <p>The Pupil Support team</p> <p>Directors of learning</p> <p>Teaching staff</p> <p>LSA responsible for ASC student provision</p> | Ongoing | ASC principals embedded into classroom practice and within the Academy environment as a whole |

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|                                                                                 |  | Parent/Career support team in partnership with the Birmingham Parent partnership                                                                                                                                                                                                                             |                                                                                                                                     |                              |                                                                                                                                                      |
| Enable all pupils to receive access relevant assessments                        |  | <p>To ensure access arrangements are in place for pupils at the start Year 10</p> <p>To ensure staff make reasonable adjustments for summative and formative assessments for individuals and groups of students</p>                                                                                          | <p>SENCO</p> <p>The Student Services team</p> <p>Heads of Departments</p> <p>Teaching staff</p>                                     | Summer term 2022 and ongoing | <p>Access arrangements in place for identified pupils</p> <p>Reasonable adjustments assessments made to enable all pupils to participate fully</p>   |
| Enable all pupils to record their work/ideas/ learning in an appropriate format |  | <p>To provide resources to enable students to record their work in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Dictation software</li> <li>• Write online</li> <li>• Teacher Scribe</li> <li>• Pencil grips</li> <li>• Privacy boards</li> <li>• Touch type program</li> </ul> | <p>Director of SEND and Inclusion &amp; SENCO</p> <p>Student services</p> <p>SLT</p> <p>PDSS</p> <p>Occupational therapist team</p> | Ongoing                      | All pupils able to record their work in an efficient and effective way, demonstrating their ideas, skills and knowledge to the best of their ability |

|                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                         |                              |                                                                                                                                  |
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| Develop the role of student voice in the wider Academy through a SEND student voice forum to enhance understanding of students and staff on the needs of SEN students monitoring and evaluation of SEND practice |  | <p>To create a SEN student support group to lead on SEN student voice</p> <p>To use the SEN student forum to promote ideas and raise awareness of SEN conditions and appropriate SEN strategies</p> <p>To promote SEN co-curricular activities ensuring appropriate and sustained inclusion of SEN students in aspects of Academy life.</p> | <p>SENCO</p> <p>Student Services department</p> <p>SLT</p> <p>The pastoral teams</p> <p>Learning support assistants</p> | Spring term 2022 and ongoing | <p>‘SEND student voice’ to be included in various forums across the Academy.</p> <p>An active and thriving SEN student forum</p> |
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## **4. Access to information**

### **4.1 Current organisational practice includes:**

- School websites
- SEND review meetings (2/3 times a year)
- Availability for parents to talk to the Pupil Support team at parents' evenings/consultations
- Annual Review meetings for children with EHCP's
- 'Team Around the Child' meetings – parents, staff, SENCOs, external agency support
- Weekly panel meetings –an in-house multidisciplinary approach to Pupil support
- Parental Open-door sessions scheduled throughout the week
- Parents feedback and comments welcomed and recorded at reviews
- Translators invited to attend meetings if appropriate
- Appropriate space allocated to be able to meet with parents
- Weekly newsletter from school
- Visual timetables – used in all classes and individual timetables if needed
- External agencies

### **4.2 The Action plan is set out below.**

## Access to information - Action plan

| Target                                                                                                    | Action                                                                                                                                                                                                                                                                                                                                            | By Whom                                                                                       | Timescale                                                                                                                                                                                   | Outcomes                                                                                                                                            |
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| Improve access to information regarding Special Educational Needs and Disabilities on the Academy Website | <p>To ensure the SEN information report is accessible on the Academy website</p> <p>To ensure parents have access to the Academy SEND policy and Accessibility plan via the Academy website</p> <p>To ensure the Academy Local offer is updated annually.</p> <p>Translations of the SEND Information report in different community languages</p> | <p>SENCO</p> <p>Supported by Strategic IT Manager</p>                                         | <p>SEN information report to be reviewed and updated annually</p> <p>SEND blogs to be set up in the Autumn term and updated regularly, feature of Academy newsletter and staff bulletin</p> | <p>All relevant SEND information up to date and accessible on the school website</p> <p>Parents are able to find key SEN information with ease.</p> |
| To further strengthen home/school links with parents                                                      | <p>To invite all parents to join a SEN parent partnership group</p> <p>To meet regularly with the parents (once a term) to discuss relevant</p>                                                                                                                                                                                                   | <p>The Director of SEND and Inclusion &amp; SENCO</p> <p>The Student Support Team Parents</p> | <p>SEN parent partnership meet termly</p> <p>'Meet the team' – open to all parents. External agencies to be invited to talk about</p>                                                       | <p>Evidence of strengthened links between home and school through feedback from parents, attendance at meetings etc.</p>                            |



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|  | <p>issues including:</p> <ul style="list-style-type: none"> <li>• communication with parents</li> <li>• accessibility of accessing information</li> <li>• school website developments</li> <li>• development of pupil voice,</li> <li>• raising awareness</li> <li>• involvement with</li> <li>• accessibility audit/ inclusion walk etc.</li> <li>• role of external agencies</li> </ul> | External agencies | their roles supporting at school and how they can support parents etc. |  |
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