

Accessibility Plan

Cowes Enterprise College

2024 - 2027

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1. Statement of intent

This plan outlines the proposals of the governing body of Cowes Enterprise College to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

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 body 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 governing body also recognises its responsibilities towards the wider Academy community including any visitors to the Academy building with disabilities and will:

- Provide appropriate support and provision for visitors with disabilities to ensure that they can safely access and navigate their way round the Academy building.

Ensure suitable provision is in place to assist visitors whilst moving around the Academy building, including understanding disability issues.

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

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Next review date: November 2027

2. Actions

The following actions continue to ensure the accessibility of the curriculum, site and information within and relating to the academy:

Planning duty 1: Curriculum

Increasing the extent to which pupils with disabilities can participate in the academy curriculum.

- Academy staff routinely receive training in making the curriculum accessible to all students, and are aware of its importance. This training takes place alongside curriculum delivery strategies focussed on securing attention and behaviour for learning, in order to maximise the accessibility of the curriculum for all, in an environment that fosters this.
- The Academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and of appropriate health professionals from the local NHS Trust in the case of necessary adaptations required of a bespoke nature.
- Implementation of interventions to support progression in reading, such a Lexonik and specialist SEND interventions, continue to improve independence in curriculum access for students.

Planning duty 2: Physical Environment

Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.

- The Academy will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises, such as physical access, lighting, acoustic treatment, colour schemes for access for students with a visual impairment, accessible facilities and fittings.
- All floors of the academy are accessible via a lift, these lifts should be maintained in line with the site management maintenance schedule to reduce the risk of breakdown. In the event of breakdown, pending repair, the mobility needs of all visitors and students will be considered when arranging rooming and changes to rooming will be made as necessary.
- There are not currently any fully accessible bathrooms that would facilitate hoisted changing support or a changing table. If this were to be required for a student in the future, funds for this would be requested from the LA central funding through their duty to ensure that providers are funded to deliver statutory provision through an EHCP.
- There are identified acoustic challenges in the communal areas of the school, particularly the MIZ. If required for a student with significant hearing loss, on advice of the specialist advisory teacher for hearing impairment, acoustic panelling will likely be required. Funds for this would be requested from

the LA central funding through their duty to ensure that providers are funded to deliver statutory provision through an EHCP.

Planning duty 3: Information

Improving information delivery to pupils with disabilities which is readily available to other pupils.

- In the case of working with families with EAL, if the language barrier prevents effective communication, the academy will make use of interpreters, these are signposted through the local authority and may be accessed virtually, rather than in person.
- If written information is not easily accessible, then guidance and exemplars for visual supports are available, under the direction of the SEN team.
- As necessary, with regard to the demographics of the local community and the families served by the academy, key policies and information documents should be translated into key languages in line with local need, to ensure that the community is able to access the information necessary to engage with the academy.
- Information should be available in a range of formats, including the provision of printed copies of digital communications, as required based on individual need.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and the principal.

4. Linked policies

This Plan will contribute to the review and revision of related Academy policies, e.g.

- SEN Policy
- Child Protection and Safeguarding Policy
- Children Missing in Education Policy
- Health and Safety Policy