



CITY OF LONDON ACADEMY
ISLINGTON
WHERE STUDENTS SUCCEED

Accessibility Plan

1. AIMS AND OBJECTIVES

- To ensure that all students have equal access to a broad, balanced and differentiated curriculum.
- To provide access to the curriculum for disabled students without disadvantaging the education of other students in the Academy.
- To ensure disabled students can participate fully in extra-curricular activities, clubs and Academy trips.
- To continue to improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person.
- To challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
- The Accessibility Action Plan is included as an Appendix to this document.

3. SCOPE OF THE PLAN

3.1 Increasing the extent to which disabled students can participate in the Academy curriculum

- to monitor those areas of the curriculum that are normally difficult for disabled students to access; where necessary, re-rooming to more easily accessible classrooms.
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn.

The Academy plans to monitor access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or Academy visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. The Academy will continue to seek and follow the advice of professional services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

3.2 Improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services

The Academy will continue to take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

COLA-I will strive to:

- produce all Academy literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

3.3 Financial Planning and Control

The Senior Leadership Team will review the Accessibility Plan which will be ratified by the Personnel, Finance and Premises Committee.

COLA-I will finance the plan by identifying costs and incorporating them into current and future budget commitments.

4. IMPLEMENTATION

4.1 Management, Coordination and Implementation

- The Governing Body has overall responsibility for the operation and monitoring of this plan, which it delegates to the Personnel, Finance and Premises Committee
- The Finance Director has responsibility for the co-ordination of the physical and information access aspects of this plan.
- The Special Educational Needs Co-ordinator (SENCo) is responsible for co-ordinating the aspects of this policy that relate to the curriculum
- Having liaised with the SENCo, the Finance Manager will report to the Premises Sub-Committee each spring term on progress towards full accessibility and will also plan and cost a yearly programme of physical improvements to the buildings and site for the Finance Committee to consider as part of the annual budget plan.
- The SENCo will plan the required staff training each year, and will forward her plan to the Assistant Principal (CPD) for consideration.

4.2 Monitoring

COLA-I recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. Areas to be monitored include:

- Improvement in physical access to the Academy site as required
- Provision of information and training for staff to ensure that they are able to support students with a range of disabilities, that they have high expectations of all students, and that they strive to remove barriers to learning and participation.
- Information and training provision to enable staff to conduct lessons and meetings in a user-friendly way.
- Success in meeting identified targets.
- Recorded evidence that increased numbers of students with disabilities are actively participating in all areas of Academy life.

4.3 Accessing the Academy's Plan

This will be done through:

- presentation in a section on the Academy website open to all visitors to the site
- communication by the Principal to key stakeholders

The Academy will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;

- providing targeted training for particular groups of students/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- seeking support/advice from outside the Academy, from services, other agencies and organisations;
- ensuring that COLA-I is aware of all support services that provide advice to Academy and staff.

5. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Equality and Diversity Policy/Objectives
- Health & Safety Policy
- Educational Visits Policy and Procedure
- Behaviour for Learning
- Strategic Improvement Plan