



Brooke Weston Trust Equality Objectives 2022-2025

	Objectives	Strategies	Success Criteria
Objective 1	To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility.	Staff and governor training on Public Sector Equality Duty; BWT policies implemented across the schools reflect equality responsibilities.	Greater awareness and understanding of equalities duties, evidenced through policy development and accessibility of students, parents/carers to Academy information and the curriculum.
Objective 2	To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities.	PSHE curriculum, regular assemblies on Academy's Code of Conduct and British Values which promotes mutual respect and tolerance of those with different faiths/beliefs, tracking hate/bullying incidents to measure impact of above.	Greater awareness, understanding and tolerance of different groups of students and staff within the academy. Reduction in hate/bullying incidents, progress in outcomes of student and staff questionnaires.
Objective 3	To actively close the gaps in attainment and overall achievement between students for all groups of students, especially disadvantaged students, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	Early identification of need through tracking of individual student performance. Provision of tailored support and intervention to enable access to the curriculum and other specialist support available.	Improved attendance and performance for all student groups. Regular challenge, support and monitoring of progress through Executive Principal meetings, Local Governing Body meetings, Education Standards Committee meetings and quality assured through external moderation.
Objective 4	To continue to give due regard to equality, diversity and inclusion during recruitment processes for new employees and increase the diversity of the workforce.	Provide training to interviewers on equality, diversity and inclusion. Promote equal, fair and inclusive culture of BWT within marketing material.	Progress is made to addressing under-representation of particular groups.
Objective 5	To promote mental health awareness and develop appropriate interventions where necessary.	Provision of external support for students and staff where required; consideration of workload for teachers and support staff; staff forums for discussion/recommendations about how work-life balance can be maintained	Progress in outcomes of the Trust employee questionnaire, increased staff and student attendance.

Kettering Science Academy - Accessibility Plan 2022-23



1. Improving physical access

	Targets	Strategies	Timescale	Responsibility	Success Criteria
1.1	To be aware of the physical access needs of all students/children, staff, governors and parents/carers	<ul style="list-style-type: none"> ➤ Gather data around access needs at the point of admission to the academy ➤ Create access plans for individuals as required (including through temporary injury) ➤ Annual reminder to parents/ carers through communication to let us know if they have problems with access to areas of the academy. ➤ Include the accessibility plan as part of induction for students and staff ➤ Staff training potential future pupils as required ➤ Students with special educational needs and/or other additional needs are included in student forums and consulted on their views about physical access at the Academy. 	<p>Annually or as required As required</p> <p>September (annually)</p> <p>September (annually)</p> <p>As required</p> <p>September (annually) or as required</p>	<p>Office Team (CKE) Pastoral Team (MTA) & SENCO (NRA)</p> <p>Office Team (CKE)</p> <p>HR (KHU)</p> <p>SLT (MKE) & SENCo (NRA) Pastoral Team (MTA) & SENCO (NRA)</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met</p>
1.2	All levels of the building and site are accessible by wheelchair users and those with physical disabilities	<ul style="list-style-type: none"> ➤ Ramps ➤ Lift ➤ Wider corridors ➤ Library shelves accessible ➤ Fully accessible PE areas and DT workshops ➤ Evacuation chairs in place ➤ Specialist furniture/seating when required ➤ Safe lighting ➤ All steps/stairs are clearly marked. 	<p>In place at all times Daily checks</p>	<p>Site Team (MLI)</p>	<p>All users can move safely around the building and access all required areas and resources</p> <p>All users can be evacuated safely and in a timely manner if needed</p>

		<ul style="list-style-type: none"> ➤ Additional markings in place for VI students as required by student need and budget ➤ Outside PE areas have ramp access ➤ Disabled parking areas ➤ Disabled toilets and changing facilities ➤ Individual personalised plans in place for movement around the building as needed (including Personal Emergency Evacuation Plans) ➤ Pathways and paving's are safe and accessible to all ➤ Clear signage and markings are in place 		Pastoral Team (MTA) & SENCO (NRA)	
1.3	Toilet, hoist and changing facilities in place	<ul style="list-style-type: none"> ➤ Facilities available when required ➤ First Aid provision in place 	In place at all times	Pastoral Team (MTA), Office Team (CKE), SENCO (NRA)	Students' physical needs are met safely and with dignity
1.4	Accessible car parking	<ul style="list-style-type: none"> ➤ Bays are signed and compliance monitored 	In place at all times	Site Team (MLI)	Safe and close access to the school building
1.5	Ensure all wheelchair users and those with physical disabilities can be safely evacuated	<ul style="list-style-type: none"> ➤ PEEP's in place for all who require it ➤ Emergency and evacuation systems are accessible to all (i.e. alarms with visual and auditory components) 	In place at all times	Site Team (MLI)	All students and staff are safe
1.6	New build access arrangements are suitable for physically disabled users	<ul style="list-style-type: none"> ➤ New build design to include lifts, handrails, ramps etc.; fire evacuation procedure and toilets ➤ Staff training potential future pupils as required 	In place at all times	Site Team (MLI)	Students can move safely around the building and access all required areas and resources
1.7	Ensure that the building remains fully accessible and compliant in line with the Equality Act (2010), Health and Safety at Work Act (1974) and any other Health and Safety regulations	<ul style="list-style-type: none"> ➤ Ensure that any building or maintenance works ensure full compliance with the Equality Act(2010) in relation to access e.g. ramps, visual alarms etc 	As required	Site Team (MLI)	All students and staff are safe

1.8	Ensure learning environments are optimally organised for students and staff with specific needs	<ul style="list-style-type: none"> ➤ Classrooms are optimally organised for students and staff with a physical disability, including sight and hearing impairment 	As required according to need	All staff	Improved access to teaching and learning
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2. Improving access to information

	Targets	Strategies	Timescale	Responsibility	Success Criteria
2.1	The Academy has a range of communication methods in place to ensure information is accessible to all	<ul style="list-style-type: none"> ➤ The Academy provides the following communication methods: ➤ Internal signage ➤ Large print resources ➤ Braille ➤ Coloured overlays/coloured paper ➤ Induction loop ➤ Visual cues ➤ Modified exam papers ➤ Exam Access Arrangements ➤ Consultation with external agencies ➤ Student use of laptops/technology ➤ Regular and clear information available to parents in different formats if required ➤ Homework is provided in hard copy to those without access to the internet. Computer facilities after school until 4pm Mon-Fri also available 	In place at all times	SLT (TSE)	Information is readily and easily available
2.2	Improve awareness of alternative communication methods to parents/carers	<ul style="list-style-type: none"> ➤ All correspondence to parents/carers to include statement to let us know if they have problems with access to any information provided by the academy or if they require any support at meetings with academy staff ➤ Check that correspondence sent home is accessible in relation to reading ability, language etc. 	Ongoing	Office Team (CKE)	All parents/carers become aware of alternatives available and how these can be accessed Parents/carers have choices about how they are communicated with

		<ul style="list-style-type: none"> ➤ Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs. ➤ Staff are trained to ensure that they are aware of ways in which they can communicate to parents/carers in a more accessible format. ➤ Signpost parents/carers without the internet to public places where computers are available. 		<p>SLT (MKE)</p> <p>All staff</p>	<p>and how they provide their points of view.</p> <p>All staff aware of and follow the Accessibility Plan and SEN requirements.</p>
2.3	Students with literacy needs are supported across the curriculum	<ul style="list-style-type: none"> ➤ Staff access to information ➤ Seating plans ➤ Enlarged papers/adapted fonts/use of coloured paper when required ➤ Differentiation 	In place at all times	In place at all times	Students needs are met and their literacy improves
2.4	Written material available in alternative formats when required (e.g. braille, enlarged papers etc)	<ul style="list-style-type: none"> ➤ The school will make itself aware of the services available through the LA for converting written information into alternative formats. 	In place at all times	In place at all times	The school provide written information in different formats when required for individual purposes
2.5	Website is compliant with statutory regulations. Website information is provided in alternative formats and languages.	<ul style="list-style-type: none"> ➤ Audit of the website is undertaken on a regular basis to ensure that it meets the needs of its users and includes all required information. 	Annual audit	Central BWT Office Staff & SLT (TSE)	Website is compliant and accessible to users.
2.6	Students and parents/carers are aware of who they can contact for information, support and advice.	<ul style="list-style-type: none"> ➤ Contact details are provided on the Academy website and are made available to all during parents' evenings, open evenings and other parental meetings. ➤ SEN information report and accessibility plan is publicly available. 	In place at all times	<p>SLT (TSE)</p> <p>SENCo (NRA)</p>	Additional support provided to students. Greater awareness of needs which allows specialist support to be put in place.

3. Increasing access to the curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria
3.1	Ensure compliance with the Equalities Act 2010 and SEND code of practice	<ul style="list-style-type: none"> ➤ Staff training and information 	In place at all times	In place at all times	All staff aware of and follow the Accessibility Plan and SEN requirements
3.2	Early identification and close transition planning	<ul style="list-style-type: none"> ➤ Dedicated transition plan for students admitted to the Academy ➤ Thorough sharing of information and close communication with all parties ➤ Specialist support and guidance for Year 9/10 and post 16 transition ➤ Use of EHA's and/or external agencies 	Annually and as and when required	Pastoral team (MTA) & SENCo (NRA)	Information is shared so that students, families and staff can meet student needs
3.3	The curriculum meets the needs of all students	<ul style="list-style-type: none"> ➤ A differentiated/modified curriculum is in place to meet the needs of students. Strategies are in place in all subjects that require it. ➤ Intervention groups and other support is available to students with additional needs. ➤ Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. ➤ Students with special educational needs and/or other additional needs are included in student forums and consulted on their views about the curriculum, teaching and resources available to them. 	<p>As required in response to student need</p> <p>As required in response to student need</p> <p>As required in response to student need</p>	All teaching staff	Appropriate pathway and curriculum is in place that meets needs and ensures progress
3.4	Appropriate resources and support in place to support students learning needs	<ul style="list-style-type: none"> ➤ Consider the needs of all students in the academy when planning lessons and adjust resources accordingly, such as text size, 	As required in response to student need	All staff	All students access fully the curriculum provided through quality first teaching

		<p>paper colour, writing equipment, classroom position etc.</p> <p>➤ With consideration for those children with general and specific learning difficulties, ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs.</p>			
3.5	Quality first teaching for all students including differentiation so that all students can meet learning objectives	<p>➤ Teaching staff are provided with student information regarding specific needs, targets and progress measures. Staff are provided with regular CPD and training, guidance on improving assessment, marking and feedback for all students, and provided with best practice examples.</p>	At teacher training days and ongoing throughout the year	SLT (MKE & NRA) and all staff	<p>Improved quality of teaching and learning through differentiated and personalised learning tasks</p> <p>All staff aware of and follow the Accessibility Plan and SEN requirements</p>
3.6	Appropriate resources and support in place to support students learning needs	<p>➤ Identify cohort, identify what is required, disseminate to staff and ensure in place</p>	In place at all times	SENCo (NRA) and all staff	Resources are available for students who require them and staff and students are aware
3.7	<p>Ensure teaching and learning methods and environment support children with:</p> <ul style="list-style-type: none"> • Speech impairment • Hearing impairment • Visual impairment • Impaired mobility • Emotional and behavioural difficulties • ASD • Medical conditions 	<p>➤ Relevant strategies are in place, including the following:</p> <ul style="list-style-type: none"> • Promotion of an ethos of inclusion, acceptance and understanding • Specific programmes to support learners (i.e. Speech Therapy) • Unobstructed classroom environment • Teaching support • Modified teaching resources • Early exit from class • Individual Health Care Plan to be followed • Accessibility of medication 	As required in response to student need	All staff	<p>Progress confirmed by observations and formal assessment</p> <p>Students are able to access the curriculum</p>

		<ul style="list-style-type: none"> Targeted intervention groups for students to build self-esteem, confidence and social skills <p>*This list is not exhaustive.</p>			
3.8	Provision is in place to allow all students to access extra-curricular opportunities	<ul style="list-style-type: none"> Pre preparation meetings with parents/carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place for student/s visits and any residential where appropriate. 	As required in response to student need	All staff	All students access fully the curriculum provided
3.9	Provision plans and/or IHCP's in place for all students who have medical needs and physical conditions which could impact on their learning	<ul style="list-style-type: none"> Provision plans prepared by the SENCO and distributed to all staff. 	Prepared annually and as and when required	SENCo (NRA)	All students access fully the curriculum provided
3.10	Physical management plans and PEEP's in place for all students who need them	<ul style="list-style-type: none"> Provision plans prepared by the SENCO and distributed to all staff. 	Prepared annually and as and when required	Pastoral Team (MTA) and Site Team (MLI)	<p>Progress confirmed by observations and formal assessment</p> <p>All students access fully the curriculum provided</p>
3.11	Ensure all students can access public examinations and statutory assessments	<ul style="list-style-type: none"> Approved access arrangements in place for all students who require and are eligible for support, including readers, separate rooming etc. ensuring that there is evidence of the student's normal way of working in the classroom that comply with JCQ regulations. 	For all examination/assessment events	Examinations Officer (CKE) and SENCO (NRA)	All students that have approved access arrangements can fully access all exams and statutory assessments
3.12	Support from external agencies in place when required (for example HI, VI, EP, EIP, Camhs, Physiotherapists, School Nurse etc.)	<ul style="list-style-type: none"> The school will make itself aware of the services available through the LA and share this information with parents/carers 	In place at all times and as required in response to student need	Pastoral team (MTA)	Support for all students is in place so they make good academic progress
3.13	Achieve 'Communication friendly setting' status	<ul style="list-style-type: none"> CPD and training Implementation Communication tracker completed 	By September 2020	SENCo (NRA) and all staff	Achieve the Quality Mark and embed into teaching and pastoral systems.

3.14	Regular communication with parents/carers	<ul style="list-style-type: none"> ➤ Reports and parents evenings ➤ Emails/texts/phone call ➤ Review meetings ➤ Early Intervention 	Parents have regular communication from staff	In place at all times	Student outcomes improve
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Reviewed by: Rebecca Reddan (Business Manager) Date: February 2023

This Accessibility Plan will be reviewed annually.