



GREENWOOD ACADEMIES TRUST

Curriculum Access Audit for The Bramble Academy

3-year period covered by the policy:

Policy agreed by: Senior Leadership Team and SENDCO

Date: July 2023

Policy to be reviewed: July 2026

Access Audit: Overviews and Action-Plans

Section 1 Access to the Curriculum

At The Bramble Academy our intention is to ensure that all pupils including pupils with special educational needs and/or disabilities develop a love for learning. All vulnerable pupils and pupils with special educational needs and or disabilities are supported to access the curriculum in full, using varied resources. Our intention is to equip our children with all the skills they need to explore and master the skills required to help them achieve their dreams through an enriched curriculum.

We pride ourselves on ensuring all pupils develop high levels of respect, responsibility, and resilience. Through the use of high-quality planning, teaching and provision we are able to;

- Identify the needs of pupils early, allowing early intervention to take place and ensure that progress is maximised to its full potential.
- Provide all pupils with the tools and skills they need to become independent and inquisitive both in and outside of the classroom environment.
- Ensure that all pupils have access to a rich and vibrant curriculum which is ambitious and engaging.
- Provide a safe and stimulating environment which is accessible to all pupils and tailored to individual needs.
- Regularly monitor the progress of children with SEND.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Ensure that Inclusion is embedded through all of our practice.

Inclusion is key within a child's education and life. We believe that inclusion is threaded through our curriculum in all areas to provide every child with the opportunity to flourish not only within their academic skills but also within their social and emotional skills.

At The Bramble Academy, every teacher is a teacher of SEND and every leader is a leader of SEND, meaning that we all foster the same values and ethos needed to support pupils in school and within the community. These values and beliefs are shared with and enhanced by senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At The Bramble Academy, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, differentiated to their needs.
- Be respected and their contributions valued and acknowledged.
- Be included in extra-curricular activities.

At The Bramble Academy a pupil with SEND may have:

- Specific 1:1 or small group intervention to support their academic, physical and social/emotional needs, such as ELSA.
- Use of individual resources to enable them to access the curriculum, or the school day including the use of additional technology and any other specific programme to support the needs of pupils.
- Access to a highly differentiated curriculum, tailored to very specific needs.
- Use of coloured backgrounds, enlarged print and British Sign Language to enable pupils with hearing or sight impairments to take a full active role in the curriculum.
- Receive additional support for speech and language needs, working on targets set by specialist therapists.
- Work alongside external agencies such as an Educational Psychologist, SFSS Communication and Interaction Team, SFSS Cognition and Learning Team, Speech and Language Therapist, Occupational Therapist, CAMHS, or Teacher of the Deaf, to develop specific targets/programmes tailored to the child's individual needs.
- Participate in additional Sherwood Area Partnership (SAP) interventions including counselling, or drawing and talking therapy.

As a result of an inclusive school and curriculum with high quality provision in place all children at The Bramble Academy will:

- Feel safe, happy and secure within their environment.
- Display exemplary behaviours that demonstrates positive attitudes towards learning.
- Demonstrate an enthusiastic attitude towards learning whereby they flourish both in and outside of the classroom environment.
- Develop the independence skills required to help them achieve their dreams.
- Develop their communication and interaction skills.
- Develop strategies to help support their social and emotional health alongside strategies to support their mental wellbeing.
- Develop the essential skills required to develop and maintain good independence and life skills in secondary school.

Statement	Fully	Partly	Not	Time Scale	Plan Prompt
Teachers and assistants have been trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with a disability.		/		End of Spring Term 2024	Further CPD to be delivered by external professionals on specific needs identified in our student cohort (e.g. Interoception training by the Communication and Interaction Team). Person Responsible: SENDCO
Classrooms are optimally organised and resourced for disabled pupils.		/		On-going as needed	The implementation of The Bramble Academy's SEN Friendly Classroom Checklist to be continually monitored. Person Responsible: SENDCO
Positive images of people with different abilities are apparent in the classrooms and the school generally.		/		End of Autumn Term 2023	Ensure class and whole-school assemblies continue represent people with disabilities and their achievements. Ensure class texts continue represent characters with disabilities or SEN. Ensure students with SEN are represented in displays throughout school, in addition to well-known figures with SEN. Person Responsible: DP and SENDCO
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. All pupils are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils.	/			End of Autumn Term 2023	All pupils in school able to access all educational visits and take part in a range of activities. Ensure alternative forms of exercise are provided in PE when needed.

					Person Responsible: SENDCO
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Lessons are responsive to diversity. Lessons allow pupils to work individually, with a partner, in groups and whole class. There is peer support and collaborative learning in support of those with a learning disability.	/			On - going	SENDCo to continuously liaise with SFSS Teams and other outside agencies to acquire and disseminate strategies to staff to aid appropriate differentiation to ensure inclusion. Person Responsible: SENDCO
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	/			On – going	SENDCo to continuously monitor provision in-line with funding allocations to ensure support is appropriate and meaningful. Person Responsible: Principal and SENDCO
Staff recognise and allow for the mental effort/additional time required by some disabled pupils, e.g. using lip reading, processing time for pupils on the ASD Spectrum.	/			On – going	SENDCo has delivered training on QFT practices for SEN and has written Learning Support Plans (APDR Plans) which outline the need for extra processing time (when applicable). Implementation of APDR Plans to be continually monitored. Person Responsible: SENDCO

When renewing computer hardware and software, machines and materials are chosen to support pupils with a disability, e.g. vocalising braille, touch screen, Clicker.		/		End of Spring Term 2024 and then as required.	<p>Bramble Academy endeavours to update all hardware and software where available to meet the needs of student as appropriate.</p> <p>Ensure iPads are utilised to meet the needs of pupils with SEN when arrived.</p> <p>Person Responsible: SENDCO</p>
Provision of laptops is considered to aid recording and communication.	/			As required	<p>SENDCO liaising with SFSS ICT Team to provide laptops when required.</p> <p>Person Responsible: SENDCO</p>
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	/			On - going	<p>All pupils in school are able to access all educational visits and take part in a range of activities. Reasonable adjustments will be applied to allow all students to access trips, including thorough risk-assessments.</p> <p>Person Responsible: Principal and SENDCO</p>
The school links with other schools to share good practice.		/		On - going	<p>Links are developed across the locality of schools (through Springboard and Manor SENDCO meetings), where best practice can be shared. The SENDCO will continue to build a network of support through the GAT SENDCO network.</p> <p>Person Responsible: SENDCO</p>

<p>Access Arrangements are used when appropriate to support pupils with accessing assessments.</p>	<p>/</p>			<p>As required</p>	<p>The SENDCo, Principal and Class Teachers apply for and organise exam dispensation arrangements.</p> <p>Person Responsible: Principal, Class Teachers and SENDCO</p>
<p>The school signpost children, young people and families to further support. See SEND Information Report and Local Offer.</p>	<p>/</p>			<p>On - going and as required</p>	<p>The Senior Leadership Team (SLT), SENDCo and Pupil Engagement Lead regularly meet to discuss students/families identified as needing additional support from outside agencies and liaise with them accordingly.</p> <p>SEND Information Report and Local Offer published on website.</p> <p>Person Responsible: Senior Leadership Team (SLT) SENDCO and Pupil Engagement Lead</p>

Section 2: Access to Information

Statement	Fully	Partly	Not	Time Scale	Plan Prompt
Information is provided in simple language, symbols, large print, or in braille for pupils and prospective pupils who may have difficulty with forms of printed information upon request.		/		On-going as required	<p>Class teachers have been provided with an SEN Friendly Classroom Checklist, including use of clearly displayed information for VI. Classroom Checklist to be continually monitored.</p> <p>SENDCO liaises with VI/HI agencies on information with regard to the visual impaired and hearing impaired pupils and disseminates to staff.</p> <p>SENDCO to enquire about braille options for any prospective students with VI.</p> <p>Person Responsible: SENDCO</p>
Information is presented to groups in a way which is user friendly for people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	/			On - going as required	<p>There are interactive whiteboards in all classrooms.</p> <p>Reading Pens and magnifiers are available on request from the SENDCO.</p> <p>Class teachers have been provided with an SEN Friendly Classroom Checklist, including use of clearly displayed information for VI. Classroom Checklist to be continually monitored.</p> <p>Person Responsible: SENDCO</p>

<p>ICT facilities are used to produce written information in different formats as appropriate.</p>		/		<p>End of Spring 2024</p>	<p>SENDCO liaising with SFSS ICT Team to provide laptops when required.</p> <p>SENDCO to advise teachers on best use of iPads when available.</p> <p>Person Responsible: SENDCO</p>
<p>External agencies have raised staff awareness i.e. VI, HI, autism, SEMH, occupational and physiotherapists, speech and language therapists, school nurses, health visitors</p>	/			<p>On - going, and as appropriate</p>	<p>The SENDCo arranges visits and CPD via The Educational Psychologists and SFSS, Springboard teams and other agencies to raise staff awareness and provide effective strategies for teaching SEND students.</p> <p>Person Responsible: SENDCO</p>
<p>There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability.</p>	/			<p>On-going, and as appropriate</p>	<p>Complaints are raised directly with the class teacher in the first instance, and then the SENDCO. If the problem cannot be resolved effectively by the SENDCO then the Principal is involved.</p>

