

Accessibility Plan



Improving Physical Access

TARGETS	STRATEGIES	TIMEFRAME	SUCCESS CRITERIA
<p>Access: Awareness of access needs of all students, staff, governors and parents/carers</p>	<p>Gather data regarding access needs during transition period of Year 6 or when a student starts at the academy or when student need changes.</p> <p>Create access plans as required.</p> <p>Reminders to parents/carers to inform the academy if they have problems accessing particular areas of the academy.</p>	<p>Annually or as required</p> <p>Annually and/or as required</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>
<p>Exits: Ensure all physically disabled, visually / hearing impaired people can be safely evacuated (including those with temporary need)</p>	<p>Ensure there is a Personal Evacuation Plan for all students that require one.</p>	<p>As required</p>	<p>All personnel and students have safe independent exits from academy</p>
<p>Ensure the building remains fully accessible and compliant in line with the 2010 Equality Act</p>	<p>Ensure that building and maintenance works are fully compliant with the 2010 Equality Act in relation to access, e.g. ramps, visual alarms etc.</p>	<p>As works are undertaken</p>	<p>That the building is fully accessible and easily travelled by all staff, students, parents/carers and visitors</p>

Improve access to information

TARGETS	STRATEGIES	TIMEFRAME	SUCCESS CRITERIA
Website is compliant with statutory regulations	Annual website audit undertaken	Annual check	Compliant website
To improve awareness of alternative formats for sharing information	Use a variety of formats for communication including text, email, student-post. Ensure all parents/carers are aware that the academy can provide communication in large text (via telephone/meetings). Ensure that correspondence sent home is accessible in relation to language, reading ability etc.	Ongoing	Parents/carers become aware alternatives available and how these can be accessed
Ensure information in all SEND reviews is accessible to the parties involved	Ensure a choice of formats for students and parents/carers to provide views during reviews	Ongoing	Students and parents/carers have choices about how they are communicated with and how they provide their points of view.

Improve access to the curriculum

TARGETS	STRATEGIES	TIMEFRAME	SUCCESS CRITERIA
Availability of written material in alternative formats e.g. taped, diagrammatic, Braille if necessary and enlarged text for the visually impaired	Liaison with LA specialist services e.g. Visual Impairment, Hearing Impairment, as well as other medical specialists	Ongoing and as required	Where needed the academy can provide written information in alternative formats.
Availability of signer for Hearing Impaired	Liaison with LA and	Ongoing and as required	When needed the

	Hearing Impaired Service		academy can provide a signer for all open evening and parents evenings
Availability of coloured overlays/coloured paper for students with SpLD and related needs	Academy to investigate availability and produce own resources if necessary	Ongoing and as required	Readily available resources for students with SpLD and related SEN
Availability of writing pens for students with SpLD and related needs	Academy to investigate availability	Ongoing and as required	Handwriting pens available for students
Availability of 'fidget' toy for students with ADHD/concentration issues	Academy to investigate availability	Ongoing and as required	Provision of 'fidget' toy for targeted students
Availability of specialist Chairs	Liaison with O.T and LA	Ongoing and as required	Chairs available to students as needed
Use of laptops and other specialist equipment e.g. adjustable height work tops, adjustable height seating for those with physical/debilitating impairments e.g. juvenile arthritis, Tourette's syndrome, Dyspraxia, Cerebral Hemiplegia	Liaison with LEA SEN unit, Occupational and Physiotherapy for advice regarding specific equipment required by individual students. Where possible to make arrangements in advance of admittance of students.	In place/available in SENCo office and ongoing	Readily available specialist equipment to meet individual needs
All staff, students and parents made aware of disability issues	Through staff Inset, SEN Handbook, Assemblies, PSHCE lessons, Parents Events/Evenings	Staff INSET TBA. Staff SEND Handbook in progress. Assemblies and PSHE on-going. Parents Evenings on-going. Website information reviewed at a minimum annually or as needed.	All staff and students aware of a range of disabilities and current accessibility arrangements.
Required provision is in place to allow all students to access extra-curricular opportunities.	Preparation meetings with parents/carers to make all additional arrangements such as transport, knowledge of the local area etc. Risk assessments in place for	As required	All students access fully the curriculum provided

	students/visits and any residential visits where appropriate.		
Advice from specialist staff re: disability issues. Training for teachers on differentiating and adapting the curriculum.	Annual audit within SEN Department, using LA Framework, to identify those areas of disability to benefit from training. QA and/or Performance Management process used to complement identification of forthcoming training needs.	July 2018	Staff trained in specialist areas of disability able to disseminate to other staff, as necessary
Creation of special packs of core subject work for students unable to access the academy due to hospital visits etc.	Liaison with HOF and alternative curriculum providers	In place	Differentiated Subject Packs for ease of access. Prioritise KS3 and core subjects.
Updating the policy for students with Medical Needs, including ongoing development of specific Medical/Learning Plans where appropriate.	Develop medical plans using DFE recommended format	On-going	Policy for students with medical needs updated. Medical plans updated.
Training for support staff. Awareness raising with students and parents of facilities available and how to access.		On--going register and documentation, including relevant policies, in place by December 2017.	Specialist staff are trained in current teaching/support strategies to meet the requirements of disabled students' needs with regard to accessing the curriculum. Disseminate teaching approaches to whole staff.