

Accessibility Plan



Improving Physical Access

| TARGETS | STRATEGIES | TIMEFRAME | SUCCESS CRITERIA |
|---|--|---|---|
| <p>Access:</p> <p>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:</p> <p>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 |
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| 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 |

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| | 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 |

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| | 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. |