Accessibility Plan

March 2021-22

Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
Access: To be aware of the access needs of all students/children, staff, governors and parents/carers Ensure all staff & governors and other volunteers / visitors to the academy are aware of access issues	Gather data around access needs at the point when a child begins at the academy Create access plans for individuals as required 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	Annually or as required As required September (annually) As required	DF/JN DF/JN/JD NP SLT	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	DS	All visitors feel welcome.
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks - monthly	DS	Everyone feels safe and can gain access safely into the school grounds

Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required	DF/JN/JC/NP	All students and staff working with them are safe
Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	ongoing	CW/NP	All personnel and students have safe independent exits from academy
Ensure that the building is accessible and compliant in line with the Equality Act as far as is reasonable	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, toilet etc	As works are undertaken	CW/NP	That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors

Improve Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	DF	Compliant website
To improve awareness of alternative formats for sharing information	Using 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 to meet needs. Check that correspondence sent home is accessible in relation to reading ability language etc.	Ongoing	NP	All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all SEN reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews	Ongoing	NP	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	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	Consider the needs of all students in the academy when planning lessons and adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - 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	As required in response to student need	All staff	All students access fully the curriculum provided Structured conversations as appropriate with parents/carers.
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech and Language Therapy Team.	As required in response to student need	All Staff	Progress confirmed by observations and formal assessment

Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, and AT support as required.	As required in response to student need	All Staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to student need	All Staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in the Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Early exit from classes.	AT support as required	All Staff	Children are able to access all activities.
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations.	AT as required.	All Staff	Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Accessibility of medication. Awareness of staff when planning Art, PE, Food Tech and Science activities.	Awareness for the subject specific lessons and PE	All Staff	Children able to access the activities.

To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through Wrat YARC and teacher assessments. Provide appropriate interventions.	ongoing	DF	Enhanced student progress shown in termly assessment
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series	DF/NP	All students can fully access all exams and statutory assessments