



Appendix to the Accessibility Policy 2021/22

Office use

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Associated documents:			
Accessibility Policy			
Links to:			
https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Accessibility.pdf			



Curriculum Access	Targets	Strategies	Outcome	Time Frame	Goals achieved
Medium Term	<ul style="list-style-type: none"> All curriculum areas consider their practice in light of current legislation and developments To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum 	<ul style="list-style-type: none"> Continue with training of whole academy staff. SEND support information in teacher toolkit updated so academy staff know how to support students with identified needs effectively Solution focus meetings for identified students to give academy staff the knowledge/expertise they need to support students with identified needs Link with academy & faculty focus upon teaching & learning. At least one INSET training to focus upon inclusive practice each academic year. To meet regularly with students, parents and outside agencies to plan access improvements and discuss equipment needed/recommended 	<ul style="list-style-type: none"> Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs. Strategic planning continued at faculty level. All stakeholders have an active part in Academy improvements. All students are to achieve full potential and support structures are in place. Students able to engage in a broad and balanced curriculum All students are to achieve full potential 		<ul style="list-style-type: none"> All students have equal access to a broad, balanced curriculum. The academy community values diversity. Raised awareness of the collective responsibility towards inclusion.

	<ul style="list-style-type: none"> • Ensure all exam arrangements are in place for all students with identified needs 	<ul style="list-style-type: none"> • CDS to gather evidence from faculties to identify students for eligibility testing. Faculties/exams team to ensure access arrangements are met as 'normal way of working' • CDS to arrange access arrangements technology training for eligible students 	<ul style="list-style-type: none"> • Eligible students are able to use suitable access arrangements/technology to support them accessing the curriculum • All students are to achieve their full potential 		<ul style="list-style-type: none"> • Raised awareness of exam access arrangements.
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Physical Environment	Targets	Strategies	Outcome	Time Frame	Goals achieved
Short term	<ul style="list-style-type: none"> • To ensure that the main academy is accessible to disabled visitor/stakeholders. • To ensure Emergency Evacuation Plan includes provision for physically impaired persons in any upper corridors • To ensure all student needs are disseminated to staff for access to the mainstream class. 	<ul style="list-style-type: none"> • To ensure at least one parking space near the main entrance for disabled visitors. • Meetings held with parents, students and agencies to assess and evaluate evacuation procedures • Ramp access to Hillcrest hall to be maintained and in working order • SEN/Strategies folder, EHC Plan, update all TAs and relevant staff. • Passports created and shared so academy staff can meet individual student needs effectively 	<ul style="list-style-type: none"> • All visitors can access the main reception area of the academy from the front and feel welcomed. • Appropriate evacuation procedures planned to suit individual student needs • All visitors can access the Hillcrest Hall to attend events • Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed & any necessary training undertaken. • All students accessing a broad and balanced curriculum 		<ul style="list-style-type: none"> • All visitors and the academy community feel included on arrival • Emergency provision for all in all parts of the academy building.

	<ul style="list-style-type: none"> • To ensure timetabling and classroom allocation takes into account reasonable adjustment. 	<ul style="list-style-type: none"> • Movement of teaching groups from upstairs to downstairs where necessary and viable • Individualised timetabling taking into account student needs (reduced movement timetables, reduced curriculum timetables etc) • Progress centre used to provide physical 'rest breaks' for identified students • Outreach provision/progress centre used to provide support for students identified as being unable to attend onsite mainstream lessons 	<ul style="list-style-type: none"> • Students with physical needs/disabilities are able to access a broad and balanced curriculum as they can attend classrooms for lessons • Students follow appropriate timetables taking into account individual need • Students achieve their full potential 		<ul style="list-style-type: none"> • All students have access to a broad and balanced curriculum
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