Appendix to the Accessibility Policy 2023/24

AIM	Targets	Strategies	Outcome	Time Frame	Goals achieved
• Increasing the extent to which pupils with disabilities can participate in the school curriculum. • Improving the delivery of information to pupils with disabilities	• **All curriculum areas consider their practice in light of current legislation and developments**	• 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.	• 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.		• All students have equal access to a broad, balanced curriculum. The academy community values diversity. • Raised awareness of the collective responsibility towards inclusion.
	• **To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum**	• To meet regularly with students, parents and outside agencies to plan access improvements and discuss equipment needed/recommended	• Students able to engage in a broad and balanced curriculum • All students are to achieve full potential		

	Ensure all exam arrangements are in place for all students with identified needs	• 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	• Eligible students are able to use suitable access arrangements/technology to support them accessing the curriculum • All students are to achieve their full potential		• Raised awareness of exam access arrangements.

AIM	Targets	Strategies	Outcome	Time Frame	Goals achieved
Improving the physical environment of the school to increase access to education by pupils with disabilities	• **To ensure that the main academy is accessible to disabled visitor/stakeholders.**	• 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	• 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		• All visitors and the academy community feel included on arrival
	• **To ensure Emergency Evacuation Plan includes provision for physically impaired persons in any upper corridors**	• SEN/Strategies folder, EHC Plan, update all TAs and relevant staff.	• Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed & any necessary training undertaken.		• Emergency provision for all in all parts of the academy building.
	• **To ensure all student needs are disseminated to staff for access to the mainstream class.**	• Passports created and shared so academy staff can meet individual student needs effectively	• All students accessing a broad and balanced curriculum		

	• **To ensure timetabling and classroom allocation takes into account reasonable adjustment.**	• 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	• 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		• All students have access to a broad and balanced curriculum