

Accessibility policy – appendix

The Holgate Academy

Edition – March 2024

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"> • MBY 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' • MBY 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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Review

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