

ACCESSIBILITY PLAN

	Targets	Strategies	Outcomes	Goals Achieved
Short Term (ongoing)	Monitor the physical environment to identify areas that may require attention	Regular visual inspections of all the schools e.g. steps, stairs parking issues, internal doors, toilets, gates, lighting, heating, signs, floor coverings etc.	Urgent items will be identified and addressed immediately. Other issues will enable med/long term planning to happen.	Workplace inspections carried out yearly. Site staff meetings/walk rounds carried out and documented. Visual inspections done by site staff
	Every classroom is optimally organised for students with sight, hearing, or physical impairment	Seek advice from SENCO and other professional bodies. Identify the areas in most need of alteration and prioritise. Investigate the cost implications and plan for costings in the budget planning cycle	The potential requirements have been identified and, subject to cost implications, measures are in place to accommodate students	H&S audits. Every classroom is optimally organised for pupils with disabilities as far as is practically and reasonably possible. All pupils irrespective of disability are equally able to access the curriculum.
Medium Term	Raise awareness of all employees of the definitions of disability as defined in the DDA with reference to hearing, visual and physical impairment and their rights in terms of the DDA	Publicise the information to all employees.	Staff aware of the implications of the Disability Discrimination Act. Staff aware of the national curriculum inclusion statements.	Quality of the learning experience for all students and quality of teaching /support improved with wider use of technology and practices.



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To make staff aware of	Staff training during the	Strategies to enable full curriculum access for	
the National	induction period and	students with a range of disabilities to be	
Curriculum Inclusion	throughout the academic year.	identified in all long term plans.	
Statements i.e.			
-setting suitable			
learning challenges			
-responding to pupils			
diverse learning needs			
-overcoming potential			
barriers to learning			
and assessment for			
individuals and groups			
To ensure all staff	Staff training to ensure that	All staff are aware of a range of interventions	
adapt these to inform	action planning and planning	available in the academy to meet the needs of all	
differentiated planning	of schemes of work is informed	students.	
and provision across	by inclusion statements.		
the academy.			
Carry out an academy	Audit of all activities	Wider curriculum enables access and ensures	
audit of the wider		participation by disabled students.	
curriculum e.g. clubs,			
visits to ensure that all			
disabled pupils can			
participate.			



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Long Term	The academy is prepared for the eventuality of receiving any students with a disability.	Consult with feeder schools on potential new students each year and review current provision.	Taking into account the site and buildings reasonably practicable measures have been taken to ensure equal access to the curriculum for all students.	All pupils irrespective of disability are equally able to access the curriculum.
	The Academy supports all children with medical conditions.	A generic Trust policy will be in place stating how children will be supported in schools. Individual Health Care plans will be put into place, followed & reviewed. Sufficient staff will be trained to support children with specific medical needs.	All children will have full access and have the same opportunities at school as any other child. This will be monitored regularly and reviewed by school Governors.	All pupils regardless of a medical condition will be able to access school fully & be supported.

Template updated review September 2022

Reviewed October 2022

Next Review September 2024