

Parkwood Academy Academy Accessibility Plan

Department Owner	Operations (National)
Section Owner	Education (National SEND Lead)
Approver	Education & Personnel Committee
Date Approved	July 2015
Review Date	July 2018
Status	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed.

1 Accessibility Plan [2015 - 2018]

1.1 Introductory statement

This Accessibility Plan has been drawn up in consultation with staff, parents and pupils of the Academy and covers the period from September 2015 to July 2018. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies three stories of a new building completed in 2012. The area totals 7953 square metres. It has 2 lifts, and ground floor and first floor are accessible without lifts. All outside sports and grounds facilities are accessible to all. There are 46 classrooms and each area has an accessible toilet. All areas are wide enough to enable access for everyone. All floors have an emergency evacuation system in place. There is height adjustable furniture available in all main areas. There is a hearing loop in the activity hall. There are non-visual guides on signage around the Academy.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils, although the building is currently fully accessible to all.
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for on-going awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

3 Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs the Academy will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	For students to have a 'base' or 'safe space' to use for lessons, interventions and during social times.	Nurture timetabled in the same room at all times, including one room within the Additional Needs faculty base. Library space	Students to have a designated area to work in, when during lesson time, during intervention and/or 1:1 support.	Met	Classroom spaces are optimised for students with disabilities.
Short term	To provide staff with detailed, bespoke One Page Profile of students needs with disabilities.	OPP process is combined information from transition period, parent/ carer input and 'me time' with the student. Documents are saved centrally for all staff to access. All staff are provided with a Handbook, detailing where to find OPP's and other strategies to support students with disabilities.	Staff and students have a clear understanding of student needs and strategies in which to support them effectively.	Met	Staff have access to OPP that detail specific strategies to support students with disabilities.
Short term	To maintain detailed, bespoke access arrangements to allow student to access internal and external examinations and assessments.	Full time member of staff responsible for Access Arrangements across Parkwood. AA tracker is shared with all staff and stored centrally for	Staff and students have a clear understanding of the resources available to support exam access arrangements.	Evidence to be submitted by AA 2018 deadline – Feb 2018 Ongoing	Pupils provided with equipment and understand how to access them. Students to access

		<p>teaching staff to access.</p> <p>Deliver AA training to all faculty areas, detailing importance of evidencing normal ways of working.</p> <p>Provide staff and students with appropriate resources needed to access examinations i.e. modified papers.</p>			<p>internal and external examinations with the appropriate support.</p>
Short term	<p>Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.</p>	<p>Training of staff</p> <p>SEN team to be distributed amongst faculty areas during CPD to facilitate and support differentiation and planning for progress.</p>	<p>Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.</p>	<p>Ongoing – weekly.</p>	<p>Flexible approach to disabled pupils and increase in access to the Curriculum.</p> <p>Success of disabled pupils in examinations.</p>
Medium term	<p>Thorough transition procedures, aiming to collate detailed information about student need and disability before they attend the academy (Y7/ in year transfer)</p>	<p>Year Managers to conduct home visits, school visits and meetings to ensure that the right information is on recorded.</p> <p>SENCo and Additional Needs team to provide additional transition days for students to familiarise themselves with the academy building and address any possible support needed to access the curriculum.</p>	<p>Staff have detailed strategy bank detailing the best way to support students.</p> <p>Students and families have the opportunity to share information before they attend the Academy.</p>	<p>Ongoing – all year.</p>	<p>Successful transition to the Academy.</p> <p>Staff have detailed strategy bank detailing the best way to support students.</p>

Medium term	Obtain specialist advice and training to enable staff to support students with disabilities.	Staff training – sensory support.	Clear advice and guidance to be documented on student One Page Profiles (OPP)	December 2017	Staff confidence to deliver appropriate tasks and curriculum content as well as ensuring Quality First Teaching for all disabled students.
Long term	Develop therapeutic therapies for disabled students that cannot access the curriculum.	Access to The Den	Identify key staff to lead developing programmes to the students that need it.	Ongoing	Individualised and tailored approach to delivering appropriate curriculum, that meets student needs.

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Designated areas in colours	Some areas are made more accessible to visually impaired children.	Met	Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the Academy.	Designate parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Met	Improved access to School site.
Short term	Provide access to upper storey classrooms via lift.	Supply disabled students/staff or visitors with	All disabled students, staff and/or visitors can access all	Met	Improved access to educational facilities.

		access to lifts.	areas of the Academy.		
Short term	Provide accessible toilet facilities for disabled pupils and visitors.	Disabled toilet spaces in every floor.	Disabled toileting on every floor.	Met	Improved facilities for disabled students and visitors.
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Medium term	Ensure adequate amount of EVAC chairs on each floor, in case of emergency	Each student with a disability that could hinder their safe evacuation from the building, has a risk assessment. EVAC chairs on every floor Evacuation procedures and safety training for designated staff.	All disabled students, staff and/or visitors can evacuate the building quickly and safely, in the case of an emergency.	Met	Students, staff and visitors are kept safe and can exit the building swiftly in the case of an emergency.

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats. Additional needs to seek out external agencies that can	If needed, the Academy could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.

		support the Academy			
Medium term	Obtain specialist advice and training to enable staff to support students with disabilities.	Staff training – Visual Impairment Team	Clear advice and guidance to be documented on student One Page Profiles (OPP) The right technology is available to support students and share the right information.	December 2017	Staff confidence to deliver appropriate tasks and curriculum content as well as ensuring QFT for all disabled students.