

Policy D19 - Accessibility Plan

Name of academy:	Robsack Wood Primary Academy	Three year period covered by plan:	2015 - 2018
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Aims

Each academy in the Hastings Academies Trust is committed to having a fully accessible environment which values and includes all pupils/students, staff, parents and visitors, regardless of their backgrounds and needs.

Specifically, each academy's accessibility plan is aimed at:

- Improving the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the availability of accessible information to disabled pupils and their parents/carers.

This accessibility plan has been informed by:

- An audit of the accessibility of the academy buildings.
- A review of staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
- The access needs of disabled children, staff and parents/carers.

As a consequence of these activities, the following targets and actions have been identified:

1. Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that the academy's physical environment is accessible to all pupils and fully meets their needs	Gather information about the needs of pupils through the use of medical care plans and involvement of parents	Ongoing	SENCO / Learning and Achievement Leader	All pupils can access the physical environment
	Hold information gathering multi-agency meetings prior to a pupil starting to ensure that the environment is fit to meet their needs prior to arrival at RSW.			
	Monitor pupils' access needs on an ongoing basis and review termly using health care plans	Ongoing	SENCO / Learning and Achievement Leader	
	Conduct an annual audit of academy premises taking into account the specific needs of pupils either current or prospective	Annually – Starting July 2016	SENCO / Learning and Achievement Leader / Site Manager	
To ensure all planned and future building work considers relevant accessibility guidance	Principal to be aware of all pupils' accessibility needs through weekly multi-agency meeting minutes and to alert contractors to the needs of pupils when building works are planned	Ongoing	SENCO / Principal	All building work meets DDA requirements
To ensure that all disabled pupils can be safely evacuated	Personal Emergency Evacuation Plans to be completed and reviewed on an annual basis for all disabled pupils Additional reviews to be completed if changes occur to buildings.	Annually – September	SENCO / Learning and Achievement Leader	Successful fire/evacuation drills Disabled pupils/students feel safe during fire/evacuation drills

2. Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that teaching and learning meets the needs of all pupils through effective differentiation	Termly planning monitoring by key Learning Leaders to ensure that planning demonstrates how the needs of all pupils will be met within every lesson	Termly – ongoing	Learning Leaders	All teachers are able to fully meet pupils'/students' learning needs through effective differentiation

	Inclusion Team to support planning sessions and offer resources and guidance to support differentiation for key pupils	Ongoing	SENCO / Inclusion Team	Lesson observations indicate effective differentiation
	CPD sessions / coaching / team teaching / team planning and support to focus on development of differentiation in all subjects	As required	Senior Leadership Team	
	Support for planning from progression maps to enable teachers to understand early and later progression in each subject area	Ongoing	Senior Leadership Team	
	Identify and disseminate good practice on differentiation through the use of Peer Observations / shared planning	Ongoing	Senior Leadership Team	
To ensure learning resources fully meet the needs of all pupils	Gather information about the needs and interests of pupils using Pupil Voice and pupil surveys	Ongoing	SENCO / Class Teachers	Progress and attainment of pupils with additional learning needs improves and the gap between these pupils and their peers is closed
	Gather further information about the needs of all pupils from multi-agency meetings and ongoing support from wider Inclusion Team	Ongoing	SENCO / Class Teachers / Inclusion Team	
	Provide specialist equipment and resources as appropriate for pupils with additional learning needs	Ongoing	SENCO / Learning and Achievement Leaders	
	Provide staff development/coaching to teaching staff on specialist SEN software and resources	As required	SENCO / Inclusion Team	
	Regular monitoring of resources and provision completed by the Inclusion Team to ensure that resources are appropriate. Support identified as a result of this.	Ongoing	SENCO	
To raise awareness of disability issues	Update and review SEND policy and Local Offer (SEN Information Report) annually and guidance provided to staff regarding disability and equality	By September 2016	SENCO	
	Provide disability equality training session for all staff	By September 2016	SENCO	Positive feedback from pupils/students and their parents

	Incorporate disability awareness into new staff induction programmes and devise programmes of support for key staff who raise concerns regarding their own understanding	Ongoing	Principal / Vice Principal	
	Provide Equalities Training for governors	By September 2016	Director of Policy and Governance	
	SEND Lead Governor to monitor practice and accessibility plan on termly basis	By September 2016	SEN Lead Governor / SENCO	

3. Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure all information provided to pupils and parents is provided in accessible formats which account for the needs of all individuals	Audit all written information, adapting as required (large print, braille etc)	Ongoing	All staff / SENCO	Positive feedback from pupils and their parents as to the ease of which they access information.
	Staff to identify key families who would benefit from written information being provided in an alternative manner and provide this accordingly.			
	Seek feedback from parents on information needs	By May 2016	All staff / SENCO	
	Increase the number of Parent Workshops offered to enable parents to further their own skills, including the provision of support to access GCSE Maths and English or other higher level courses	Ongoing	SENCO / PSA	
	Engage the Parent Support Advisor further to support parents who find written communication challenging	Ongoing	SENCO / PSA	
	Gain Dyslexia accreditation for an additional member of	September 2016	SENCO / Shadowing SENCO	

	teaching staff			
	Work in conjunction with the University of Brighton to develop staff understanding of dyslexia	July 2016		SENCO / Principal
	Provide guidance to staff on dyslexia and accessible information	As required		SENCO / Dyslexia Accredited Teacher
	Work towards dyslexia friendly status and gaining this accreditation	July 2017		SENCO / Shadowing SENCO
	Audit website to identify broken links, and ease of finding information	Annually		Principal / SENCO

4. Monitoring and evaluation

This accessibility plan will be reviewed at least every three years by the Local Governing Body.

5. Policy status and review

Written by:	Vice Principal / SENCO
Owner:	Vice Principal / SENCO
Status:	Approved
Approval date:	Local Governing Body (21.10.15)
Review date:	October 2016