

Scholars' Education Trust

POLICY TITLE:	ACCESSIBILITY
STATUS	STATUTORY
REVIEWED BY:	TRUST BOARD
DATE DUE:	SUMMER 2019
NEXT REVIEW:	SUMMER 2022
AUTHOR:	HEADTEACHERS

❖ School = School and / or Academy

INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 2005 (DDA) to cover education. Since September 2002, the Trust has had three key duties towards disabled students, under Part 4 of the DDA:-

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

Within the Scholars' Education Trust we have a general duty to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination
- Eliminate harassment related to a disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how each school will address the priorities identified in the plan.

DEFINITION OF A DISABILITY

Disability is defined by the Disability Discrimination Act 2010 (DDA) as “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

KEY OBJECTIVE

To reduce and eliminate barriers to access the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

RELATIONSHIP TO OTHER POLICIES

Please read this section in conjunction with the appropriate Equality and Inclusion policies.

AIMS

The Trust plans, over time to increase the accessibility of provision for all students, staff and visitors to each school. The main priorities in the school’s plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

Individual Action Plans

Sir John Lawes School
Samuel Ryder Academy
Robert Barclay Academy
Harpenden Academy
Priory Academy

Equalities impact assessment considered

SRA Accessibility Action Plan

Below are three action plans relating to short, medium and long term targets that support our aims outlined above in the Trust policy.

Current provision; at Samuel Ryder Academy to help make the curriculum accessible

A range of initiatives and strategies are currently in place: -

- Individual, county funded support for students with an exceptional Statement of Special Educational Needs or through Exceptional Needs Funding
- Individual and small group support from outside agencies (eg the Links or Parentent Partnership)
- Individual small group support delivered by our own teaching assistants within the SEN budget
- Mentoring for identified students
- Whole staff training on differentiation, teaching strategies and teaching styles
- Review of KS3, KS4 and KS5 curriculum
- Homework support after school until 5.00pm as well as compulsory homework club for identified students twice a week
- Literacy and numeracy support for years 7, 8 and 9 through Lexia (reading programme) and nurture groups
- small group intervention programmes
- Nurture Group in the primary phase
- Life Skill programme in years 7 and 8
- Talking Partners for children with language difficulties
- Fine motor skills programme for children with identified needs
- School counsellor available to all students as needed
- Small group sizes for less able students in core subjects
- Work experience for year 10 and 12 students
- Home and hospital liaison – for students when they have been absent from school for a considerable amount of time due to injury or illness. This may involve a reduced timetable (with a time frame) to enable reintegration into full time education
- Scheduling of lessons in ground floor accommodation
- Individual adaptations for physically disabled students eg; cushions, adapted chairs
- Extra bright projectors

Current provision for disabled students for access to buildings

- Toilet for people with a disability in the small hall,
- New automatic doors to the Science and Maths blocks and between art and technology
- 2 designated parking bays for people with a disability

To cater for students with mobility issues, the following adaptations have been made; -

- New handrails around the site
- Edges painted on stairs and ramps
- New automatic doors to main buildings
- Phalanges on doors
- New acoustics in the sports hall and main assembly hall
- Better parking arrangements on and off the site
- Improved signage

- Anti-slip nosings on steps
- Traffic calming ramps
- Warning tapes on prominent poles around the site

SRA Accessibility Action Plan

Action Plan 1 Short Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To improve Student Awareness	<p>Awareness of accessibility to be raised and included within assemblies. This is reviewed on an annual basis to ensure the following topics are covered:</p> <p>Children's rights equality, opportunities regardless of disabilities, Gender and race, sexual orientation</p> <p>Student Cabinet to discuss issues and relay this information to students</p> <p>To work with feeder schools with disabled students to ease transition.</p>	Ongoing	Better knowledge and understanding of the wider and up to date national and international topics of importance	SLT, Life Skills, PSHCE teachers, Head of Inclusion, Head of PSHCE	Annually
To ensure that the Academy's Development Plan takes into account the points raised in the Accessibility Policy	<p>To ensure School Development Plans take into account accessibility issues where relevant. Through the use of data on a half termly basis monitor the progress of all vulnerable groups, report to SLT and Governors and implement any changes</p>	On-Going	<p>The students will continue to make good progress</p> <p>Development Plans include accessibility issues</p>	Governors(Res Committee), Head of Inclusion, SLT, Student Cabinet	Annually
To ensure lessons are differentiated to	Lesson plans are differentiated to allow access by all	Ongoing	Observations show lesson plans cater for all students. LSAs to	SLT, HoF	Annually

allow full access to the curriculum for all students	students. Resources are adapted for all students as and when appropriate		support for sourcing out differentiated worksheets Vulnerable students continue to make good progress Positive student voice feedback		
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Action Plan 2 Short to Medium Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To adapt or provide adapted resources and equipment to allow equal access to the curriculum eg low level cookers/ work benches	To involve the advisory Teachers (If required)	Ongoing	Improved facilities in such areas as design and technology and science (If required) Students are able to fully access the curriculum and all practical activities	SLT, Premises, Head of Inclusion, HoF (if required)	Annually
To provide training for staff on identified areas of support	Inset for all teachers and LSAs.	On-going or when required	Teachers are equipped to ensure the students' needs are met effectively Students to continue making good progress	Head of Inclusion/teaching staff/ Support staff/ external advisors	Annually
To provide the opportunity for translated letters to be sent home to students who have English as a second language	Contact County for advice on translation support service as and when needed	On - Going	Better access for all parents and carers and students to school information	Head of Inclusion/HoF, HoY, Multicultural co-ordinator	Annually
To ensure no students are excluded from accessing the curriculum/trips through	To regularly review syllabi and Schemes of Learning to ensure full access for all. Head of Inclusion	On Going	Students able to access all curriculum areas	SLT/ HoF/Head of Inclusion/Trips Co-ordinator	Annually

disability. Classrooms are suitable and accessible. Mapping students will help ensure they are in suitable classrooms	is consulted regarding trips. Timetabling takes into account needs of students.				
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Action Plan 3 Medium to Long Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To provide / review disabled toilets facilities	To increase the number of disabled toilets across the site	Ongoing	More Disabled toilets for students and visitors	SLT, Premises	Annually
To review disabled transport across the Trust, to include Academy minibus	To use the Samuel Ryder Academy minibus with disabled tail gate	Ongoing	Easy access to mini bus for wheel chair	Trust	Annually
To provide / review appropriate ramps around the Academy to allow for ease of access	To increase the number of ramped entrances across the site	Ongoing	Ramped entrances for students and visitors.	SLT, Premises	Annually

SJL ACCESSIBILITY ACTION PLAN

Below are three action plans relating to short, medium and long term targets that support our aims outlined above in the Trust policy.

Current provision at Sir John Lawes School to help make the curriculum accessible

A range of initiatives and strategies are currently in place: -

- Individual, county funded support for students with an exceptional Statement of Special Educational Needs or through Exceptional Needs Funding
- Individual and small group support from outside agencies (eg the Links or Parentent Partnership)
- Individual small group support delivered by our own teaching assistants within the SEN budget
- Mentoring for identified students
- Whole staff training on differentiation, teaching strategies and teaching styles
- Review of KS3, KS4 and KS5 curriculum
- Homework support after school until 5.00pm
- Literacy and numeracy support for years 7, 8 and 9 through Lexia (reading programme) and nurture groups
- Paired reading scheme delivered by 6th form organised by teaching assistants
- Individual pathway for students in years 9,10 and 11
- School counsellor available to all students as needed
- College courses for some students in Year 10 and 11
- Small group sizes for less able students in core subjects
- Work experience week for year 10 students
- Home and hospital liaison – for students when they have been absent from school for a considerable amount of time due to injury or illness. This may involve a reduced timetable (with a time frame) to enable reintegration into full time education
- Scheduling of lessons in ground floor accommodation
- Individual adaptations for physically disabled students e.g.; cushions, adapted chairs
- Extra bright projectors

Current provision for disabled students for access to buildings

- Toilet for people with a disability in the sports hall, 6th Form, new Maths block, main school building, both upper and lower levels, and the Science Block
- Three ramps around the site; into Science, by the dining hall, into the library and between Technology block and the Library
- Automatic doors to the Science and Maths blocks and between art and technology
- Electric doors either end of the Library corridor and either end of the Hall corridor, with additional doors automated at the end of the English/ICT corridor and exit door to the left of M6.
- 2 designated parking bays for people with a disability
- Sound field systems in classrooms (M4, M11, S3, H4, W1, L6, L4)

To cater for students with mobility issues, the following adaptations have been made: -

- New handrails around the site
- New entrance into Textiles classrooms
- Edges painted on stairs and ramps

- New automatic doors to main buildings
- Phalanges on doors
- New acoustics in the sports hall and main assembly hall
- Various paths and stairs widened
- New doors into classroom blocks
- Improved signage
- Anti-slip nosings on steps
- Red/Yellow triangles on door viewing panels
- Traffic calming ramps

Action Plan 1 Short Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To improve student awareness	Awareness raising to be included within assemblies. Life skills: lessons reviewed each year to ensure coverage of children's rights, equality, opportunities regardless of disabilities, gender, race sexual orientation. JLT to discuss issues and relay this information to students and feedback to SLT. To work with feeder schools with disabled students to ease transition.	Ongoing	Enhanced student awareness Regular contact with identified students – replace with student voice informs school decisions? Improved transition and provision Up to date thoughts and information	SLT, Head of PSHE and life Skills teachers, SENCo, HOY 7	Annually
To ensure coherence between the school development plan and the accessibility plan	To ensure School Development Plans take into account accessibility issues where relevant. To ensure a focus on vulnerable groups and support needed Constant monitoring of in-year monitoring data on vulnerable students and follow up interventions planned (for example for disadvantaged students)	On-Going	Student outcomes show positive progress measures for all vulnerable groups	Governors (Res Committee and school improvement committee), SENCo, SLT, JLT	Annually

To ensure access to the curriculum through differentiation	Differentiation sheets outline strategies for individual students Lesson Plans are differentiated to allow access to the curriculum for all students Resources are adapted for students as appropriate	Ongoing	Observations show Lesson Plans cater for all students Differentiation sheets in place for all classes Student outcomes show positive progress measures for all vulnerable groups Positive student voice feedback re curriculum experience	SLT, HoF	Annually
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Action Plan 2 Short to Medium Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To adapt or provide adapted resources and equipment to allow equal access to the curriculum eg low level cookers/ work benches	To involve the advisory Teachers (If required)	Ongoing (If required)	Improved facilities in such areas as design and technology Student able to access the curriculum and workshops (If required)	Premises Manager/ Business Manager	Annually
To provide training for staff on specific student issues.	Inset for all teachers and TAs. Specific training and briefing for teachers/support staff for specific students	On-going or when required	Student able to access curriculum. Student outcome: positive progress measures for the individual student	SENCo, Teaching staff, Support staff, external advisors	Annually
To provide the opportunity for translated letters to be sent home to students who have English as a second language	Contact County for advice on translation support service as needed	On - Going	Better access for parents for school information	SENCo/HoF, HoY, SSMs	Annually
To ensure no students are excluded from accessing the curriculum/trips through disability. Classrooms are suitable and accessible. Mapping students will help ensure they are in suitable classrooms	To regularly review syllabi and Schemes of Learning to ensure full access for all. SENCO consulted regarding trips. Timetabling takes into account needs of students.	On Going	Students able to access all curriculum areas	SLT, HoF, SENCo, Trips Co-ordinator	Annually

Action Plan 3 Medium to Long Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To provide / review disabled toilets facilities	To increase the number of disabled toilets across the site	Ongoing	More Disabled toilets for students and visitors	Premises Manager and Business Manager	Annually
To have access to a disabled minibus	To have use of the Samuel Ryder Academy minibus with disabled tail gate	Ongoing	Easy access to mini bus for wheel chair	SLT, MLH	Annually



RBA ACCESSIBILITY ACTION PLAN

Below are three action plans relating to short, medium and long term targets that support our aims outlined above in the Trust policy.

Current provision; at Robert Barclay Academy to help make the curriculum accessible

A range of initiatives and strategies are currently in place: -

- Individual, county funded support for students with an exceptional Statement of Special Educational Needs or through Exceptional Needs Funding
- Individual and small group support from outside agencies (eg the Rivers Education Support Centre)
- Individual small group support delivered by our own teaching assistants within the SEN budget
- Mentoring for identified students
- Whole staff training on differentiation, teaching strategies and teaching styles
- Homework support after school until 4.00pm as well as compulsory homework club for identified students twice a week
- Literacy and numeracy support for years 7, 8 and 9 students programme
- small group intervention programmes
- Nurture Group in Year 7
- Health and well-being programme in years 7 and 8
- Fine motor skills programme for children with identified needs
- School counsellor available to all students as needed
- Small group sizes for less able students in core subjects
- Work experience for year 10 and 12 students
- Home and hospital liaison – for students when they have been absent from school for a considerable amount of time due to injury or illness. This may involve a reduced timetable (with a time frame) to enable reintegration into full time education
- Scheduling of lessons on ground floor accommodation
- Individual adaptations for physically disabled students e.g. cushions, adapted chairs
- Extra bright projectors

Current provision for disabled students for access to buildings

- Toilet for people with a disability in Main Reception,
- 1 designated parking bay for people with a disability

To cater for students with mobility issues, the following adaptations have been made; -

- Handrails around the site
- Edges painted on stairs and ramps
- Phalanges on doors
- Better parking arrangements on site
- Improved signage
- Anti-slip nosings on steps
- Warning tapes on prominent poles around the site

RBA Accessibility Action Plan

Action Plan 1 Short Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To improve Student Awareness	<p>Awareness of accessibility to be raised and included within assemblies. This is reviewed on an annual basis to ensure the following topics are covered:</p> <p>Children's rights equality, opportunities regardless of disabilities, Gender and race, sexual orientation</p> <p>Junior Leadership team to discuss issues and relay this information to students</p> <p>To work with feeder schools with disabled students to ease transition.</p>	Ongoing	Better knowledge and understanding of the wider and up to date national and international topics of importance	<p>SLT, Health and Wellbeing teachers,</p> <p>Head of Inclusion, Head of Health and Wellbeing</p>	Annually
To ensure that the Academy's Development Plan takes into account the points raised in the Accessibility Policy	To ensure Academy Development Plans take into account accessibility issues where relevant. Through the use of data on a half termly basis monitor the progress of all vulnerable groups, report to SLT and	On-Going	<p>The students will continue to make good progress</p> <p>Academy Development Plans include accessibility issues</p>	Governors, Head of Inclusion, SLT, Junior Leadership Team	Annually

	Governors and implement any changes				
To ensure lessons are differentiated to allow full access to the curriculum for all students	Lesson plans are differentiated to allow access by all students. Resources are adapted for all students as and when appropriate	Ongoing	Observations show lesson plans cater for all students. LSAs to support for sourcing out differentiated worksheets Vulnerable students continue to make good progress Positive student voice feedback	SLT, Heads of Department	Annually

Action Plan 2 Short to Medium Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To adapt or provide adapted resources and equipment to allow equal access to the curriculum eg low level cookers/ work benches	To involve the advisory Teachers (if required)	Ongoing	Improved facilities in such areas as design and technology and science (If required) Students are able to fully access the curriculum and all practical activities	SLT, Premises Manager, Head of Inclusion, Heads of Department (if required)	Annually
To provide training for staff on identified areas of support	INSET for all teachers and Teaching Assistants.	On-going or when required	Teachers are equipped to ensure the students' needs are met effectively Students to continue making good progress	Head of Inclusion/teaching staff/ Support staff/ external advisors	Annually
To provide the opportunity for translated letters to be sent home to students who have English as a second language	Contact County for advice on translation support service as and when needed	On - Going	Better access for all parents and carers and students to school information	Head of Inclusion/Head of Department, Head of Year, SMSC co-ordinator	Annually

To ensure no students are excluded from accessing the curriculum/trips through disability. Classrooms are suitable and accessible. Mapping students will help ensure they are in suitable classrooms	To regularly review syllabi and Schemes of Learning to ensure full access for all. Head of Inclusion is consulted regarding trips. Timetabling takes into account needs of students.	On Going	Students able to access all curriculum areas	SLT/ Head of Department/Head of Inclusion/Trips Co-ordinator	Annually
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Action Plan 3 Medium to Long Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To provide / review disabled toilets facilities	To increase the number of disabled toilets across the site	Ongoing	More disabled toilets for students and visitors	SLT, Premises Manager	Annually
To review disabled transport across the Trust, to include Academy minibus	To use the Robert Barclay Academy minibus with disabled tail gate	Ongoing	Easy access to mini bus for wheel chair	Trust	Annually
To provide / review appropriate ramps around the Academy to allow for ease of access	To increase the number of ramped entrances across the site	Ongoing	Ramped entrances for students and visitors.	SLT, Premises	Annually

Harpenden Academy Accessibility Action Plan

Below are three action plans relating to short, medium and long term targets that support our aims outlined in the Trust Policy.

Current Provision at Harpenden Academy to help make the curriculum accessible

A range of initiatives and strategies are currently in place: -

- Individual, county funded support for students with an exceptional Statement of Special Educational Needs or through Exceptional Needs Funding
- Individual and small group support from outside agencies (eg the Links or Parent Partnership)
- Individual small group support delivered by our own teaching assistants within the SEN budget
- Mentoring for identified students
- Whole staff training on differentiation, teaching strategies and teaching styles
- Review of Key Stage 1 and Key Stage 2 curriculum
- Homework support for identified students weekly
- Small group intervention programmes
- Nurture Group in both Key stage 1 and 2
- Life Skill programme in year 6 Summer term in preparation for transition to secondary school
- School counsellor available to all students as needed through Parent Partnership
- Small group sizes for less able students in core subjects
- Home and hospital liaison – for students when they have been absent from school for a considerable amount of time due to injury or illness. This may involve a reduced timetable (with a time frame) to enable reintegration into full time education
- Individual adaptations for physically disabled and children with ASD students eg; adapted chairs, weighed blankets, individual screens, ear defenders

Current provision for disabled students for access to buildings

- Toilet for people with a disability in the entrance and on the ground floor building (Victoria Road side)
- Lift access available to KS2 building all floors

Harpenden Academy Accessibility Action Plan

Action Plan 1 Short term Target					
Target	Strategy	Time Frame	Outcome	By whom	Review Date
To improve Pupil Awareness	<p>Awareness of accessibility to be raised and included within assemblies. This is reviewed on an annual basis to ensure the following topics are covered:</p> <p>Children's rights equality, opportunities regardless of disabilities, Gender and race, sexual orientation</p> <p>School Council to discuss issues and relay this information to students</p>	ongoing	Further improve knowledge and understanding of the wider and up to date national and international topics of importance	<p>SLT, all teachers,</p> <p>News and view leader</p> <p>SMSC /Welfare leader</p>	Annually
To ensure that the Academy's Development Plan takes into account the points raised in the Accessibility Policy	<p>To ensure School Development Plans take into account accessibility issues where relevant</p> <p>Through the use of data and termly monitor the progress of all vulnerable groups, report to SLT and Governors and implement any changes</p>	On going	<p>The pupils will continue to make good progress</p> <p>Development Plans include accessibility issues</p>	Governors, INCO, SLT, school council	Annually
To ensure lessons are differentiated to allow full access to the curriculum for all pupils	<p>Lesson plans are differentiated to allow access by all students. Resources are adapted for all pupils as and when appropriate</p>	On going	<p>Observations show lesson plans cater for all students. TAs to support for differentiated approaches to working for their key pupils</p> <p>Vulnerable pupils continue to make good progress</p> <p>Positive pupil voice feedback</p>	SLT	Annually

Harpenden Academy Accessibility Action Plan

Action Plan 2 Short to medium term targets					
Target	Strategy	Time frame	Outcomes	By whom	Review date
To adapt or provide adapted resources and equipment to allow equal access to the curriculum eg low level desks	To involve the advisory Teachers (If required)	On going	Pupils are able to fully access the curriculum and all practical activities	SLT, Site team, INCO	Annually
To provide training for staff on identified areas of support	Inset for all teachers and TAs.	On-going or when required	Teachers are equipped to ensure the pupils' needs are met effectively Pupils to continue making good progress	INCO/teaching staff/ Support staff/ external advisors	Annually
To provide the opportunity for translated letters to be sent home to pupils who have English as a second language	Contact County for advice on translation support service as and when needed	On-going or when required	Better access for all parents and carers and pupils to school information	INCo SLT	Annually
To ensure no pupils are excluded from accessing the curriculum/trips through disability. Classrooms are suitable and accessible.	To regularly review curriculum/ schemes of work to ensure full access for all. INCO is consulted regarding trips.	On going	Pupils able to access all curriculum areas	SLT INCo	Annually

Harpenden Academy Accessibility Action Plan

Action Plan 3 Medium to Long term Targets					
Target	Strategy	Time Frame	Outcome	By Whom	Review date
To provide / review disabled toilets facilities	To ensure that accessible toilet facilities are in good work order continually and that any issues regarding this are addressed immediately	On going	Accessible toilets are always in full working order	Site team SLT	Annually
To review disabled transport across the Trust, to include Academy minibus	To use the Samuel Ryder Academy minibus with disabled tail gate	On going	Easy access to mini bus for wheel chair	Trust	Annually
To provide / review appropriate ramps around the school to allow for ease of access	To increase the number of ramped entrances across the site	On going	Ramped entrances for pupils and visitors.	Site Team SLT	Annually

Priory Academy Accessibility Action Plan

Below are three action plans relating to short, medium and long term targets that support our aims outlined above in the Trust policy.

Current provision; at Priory Academy to help make the curriculum accessible

A range of initiatives and strategies are currently in place:-

- Individual, county funded support for students with an exceptional Statement of Special Educational Needs or through Exceptional Needs Funding
- Individual and small group support from outside agencies (eg the Links or Parent Partnership)
- Individual small group support delivered by our own teaching assistants within the SEN budget
- Mentoring for identified students
- Whole staff training on differentiation, teaching strategies and teaching styles
- Review of KS3, KS4 and KS5 curriculum – delete?
- Homework support after school and during lunchtimes.
- Literacy and numeracy support for years 7, 8 and 9 through toe by toe and SoundsWrite, accelerated reader (reading programme) and social groups
- small group intervention programmes
- Nurture Group in the primary phase
- Life Skill programme in years 7 and 8
- Fine motor skills programme for children with identified needs
- School counsellor available to all students as needed
- Smaller group sizes for less able students in core subjects
- Work experience week for year 10 and 12 students
- Home and hospital liaison – for students when they have been absent from school for a considerable amount of time due to injury or illness. This may involve a reduced timetable (with a time frame) to enable reintegration into full time education
- Scheduling of lessons in ground floor accommodation
- Individual adaptations for physically disabled students eg; cushions, adapted chairs
- Extra bright projectors

Current provision for disabled students for access to buildings:-

- Toilet for people with a disability in both blocks
- Automatic doors on entrances to both blocks
- Designated parking bays for people with a disability

To cater for students with mobility issues, the following adaptations have been made; -

- Automatic doors to main buildings
- Ramps at all entrances (with the exception of G6)
- Anti-slip nosings on steps
- Traffic calming ramps
- Coloured tapes on prominent poles around the site

Priory Academy Accessibility Action Plan

Action Plan 1 Short Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To improve Student Awareness	Awareness of accessibility to be raised and included within assemblies. This is reviewed on an annual basis to ensure the following topics are covered: Children's rights equality, opportunities regardless of disabilities, Gender and race, sexual orientation Student Cabinet to discuss issues and relay this information to students To work with feeder schools with disabled students to ease transition.	Ongoing	Better knowledge and understanding of the wider and up to date national and international topics of importance	SLT, PSHCE teachers, SENDCo	Annually
To ensure that the Academy's Development Plan takes into account the points raised in the Accessibility Policy	To ensure School Development Plans take into account accessibility issues where relevant. Through the use of data on a half termly basis monitor the progress of all vulnerable groups, report to SLT and Governors and implement any changes	On-Going	The students will continue to make good progress Development Plans include accessibility issues	Governors SLT, JLT, SENDCo	Annually
To ensure lessons are differentiated to allow full access to the curriculum for all students	Lesson plans are differentiated to allow access by all students. Resources are adapted for all students as and when appropriate	Ongoing	Observations show lesson plans cater for all students. LSAs to support for sourcing out differentiated worksheets Vulnerable students continue to make good progress Positive student voice feedback	SLT, HoD	Annually

Priory Academy Accessibility Action Plan

Action Plan 2 Short to Medium Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To adapt or provide adapted resources and equipment to allow equal access to the curriculum eg low level cookers/ work benches	To involve the advisory Teachers (If required)	Ongoing	Improved facilities in such areas as design, Information technology and science (If required). Students are able to fully access the curriculum and all practical activities	SLT, Premises, SENDCo, HoD (if required)	Annually
To provide training for staff on identified areas of support	Inset for all teachers and LSAs.	On-going or when required	Teachers are equipped to ensure the students' needs are met effectively Students to continue making good progress	SENDCo /teaching staff/ Support staff/ external advisors	Annually
To provide the opportunity for translated letters to be sent home to students who have English as a second language	Contact County for advice on translation support service as and when needed	Ongoing	Better access for all parents and carers and students to school information	SENDCo/ HoD HoY	Annually
To ensure no students are excluded from accessing the curriculum/trips through disability. Classrooms are suitable and accessible. Mapping students will help ensure they are in suitable classrooms	To regularly review syllabi and Schemes of Learning to ensure full access for all. SENDCo is consulted regarding trips. Timetabling takes into account needs of students.	On Going	Students able to access all curriculum areas	SLT/HoY, HoD SENDCo	Annually

Priory Academy Accessibility Action Plan

Action Plan 3 Medium to Long Term Targets					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To review disabled transport across the Trust, to include Academy minibus	To use the Samuel Ryder Academy minibus with disabled tail gate	Ongoing	Easy access to mini bus for wheel chair	Trust	Annually