



A joint Catholic & Church of England Academy

ACCESSIBILITY PLAN

APPROVED			
REVIEW DATE	July 2016		
SIGNED PRINCIPAL		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	

Staff responsible for SEND September 2015

- SENCO
- SLT Mrs S Jones Assistant Principal
- SEND Governor Fran McCaul

CONTENTS

1. Starting Points

- Vision and Values of Hope Academy
- Information from pupil data and school audit
- Views of those consulted during the development of the plan

2. The Main Priorities in the School Plan

- Increasing the extent to which all pupils and particularly those with SEND can participate as fully as possible in the school's curriculum
- Improving the physical environment of the school to increase the extent to which all pupils and particularly those with SEND can take advantage of all education and associated services
- Improving the delivery to pupils, parents and carers and particularly those with difficulties accessing the information which is provided in writing

3A. Making it happen

- Management, co-ordination and implementation
- Making the plan available.

3B Getting Hold of the Plan

4 The Accessibility Plan

INTRODUCTION

This Plan has been formed in line with the legislation: [Equality Act 2010: Schedule 10, Paragraph 3](#) and [Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005](#) and the [SEND Code of Practice 2014](#)

The Plan is set in the context of.:

- School's admission arrangements for pupils with SEN or disabilities
- Steps taken to prevent pupils with SEND from being treated less favourably than other pupils
- Access facilities for pupils with SEND

This plan sets out the proposals of the Governing Body of the school to increase access to education for SEND pupils in the three areas required by the planning duties in the DDA:

- o Increasing the extent to which SEND pupils can participate in the school curriculum;
- o Improving the environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services;
- o Improving the delivery to SEND pupils and their parents and carers of information which is provided in writing

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 the school will address the priorities identified in the plan.

This document should be also be considered in the light of the following Academy Policies

- Curriculum Policy
- Assessment and Reporting
- Admissions
- Behaviour for Learning
- Child Protection/Safeguarding
- Complaints
- Literacy
- Medical Treatment of pupils
- Numeracy
- Student Rewards
- SEND policy

- Is there an Equality Policy?

Definition

Many educationalists confuse the term as referring exclusively to those people with a physical disability and therefore focus entirely on physical access issues. The act defines disability as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial or long-term adverse affect on his or her ability to carry out normal day-to-day activities”.

Therefore accessibility plans must also consider all aspects of special educational need. The following statements are drawn from the Salamanca Statement UNESCO 1994.

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.
- Education systems should be designed to take account of the diversity of children’s unique characteristics, interests, abilities and learning needs.
- Those with special educational needs must have access to mainstream schools, which should accommodate them with in a child-centred pedagogy capable of meeting these needs.

1. STARTING POINTS

The purpose and direction of Hope Academy’s plan: vision and values

Vision-Mission-Values

- ***Our Vision***
Outstanding in all we do
- ***Our Mission***
Working together to inspire excellence guided by Christian values
- ***Our Values***
Respect, Courage, Ambition

Our Philosophy

All members of staff, in conjunction with the relevant authorities (Governing Body, Sponsor, Local Authority) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating

personalised provision) and their relative progress will be recorded, valued and reviewed. Appropriate, reasonable intervention will be provided in the light of on-going progress monitoring.

The Aims of this policy

- To ensure that all students have access to a broad and balanced curriculum
- To ensure that students and staff with SEND are not treated less favourably
- To ensure parents/carers of students with SEND are kept informed of their child's progress
- To adopt where possible a whole academy approach to students with special educational needs, ensuring as full inclusion as is reasonably possible.
- To achieve excellence through an education which:
 - Is concerned with the whole person; Enables each person to develop spiritually, aesthetically, vocationally, physically, academically

Objectives

To ensure that all Academy policies and documents are rooted in these aims

To ensure that each pupil leaves with a positive self-image

To provide a curriculum and teaching strategies which acknowledge and respond to the needs of all

- To create a welcoming, safe, attractive environment
- To promote an awareness of equal opportunities, social justice, peace and global issues
- To strengthen the partnership of staff and pupils with parents, governors, parishes and local community, united in a common purpose

Information from pupil data and school audit

Information is gathered from pupil data and school audit. The school has used this information to inform its planning to provide a better access for all its students over the next three years.

Within our present school population we have students with a variety of need.

These include students with formal assessments and medical conditions.

For up to date information about SEND students please contact SENCO, on 01744 671945

We are also aware that there are other pupils who are in our population whose need is not severe enough to be formally identified or parental or pupil wishes are such that they prefer not to disclose information to the school.

This information is vital for us to plan what is suitable in order to give the best access to the curriculum for all of our pupils.

Views of those consulted during the development of the Plan

The development of this plan has been guided and monitored by St Helens LA and external consultants through formal training sessions. Parents have been asked to give their opinions on information on their child's needs and pupils have been asked for their opinion on how their need is catered for at Hope Academy and how could we make their experience of school life better. Medical and outside agencies have been asked informally their opinion in the light of this plan and visitors have been asked their opinion on signage, car parking access and toileting facilities. All this information has led to prioritising areas of this plan.

2. THE MAIN PRIORITIES IN HOPE ACADEMY'S PLAN

A Increasing the extent to which SEND pupils can participate fully in the school curriculum

The school will make reasonable adjustments to meet pupils' needs in the following areas over the next three years:

- Teaching and learning – curriculum differentiation and the preparation of
- Individual Learning Plans (ILPs) and Individual Behaviour Plans (IBPs)
- Classroom organisation
- Timetabling- including movement between lessons
- Grouping of pupils
- Access to homework
- Access to school facilities
- Activities to supplement the curriculum e.g. Educational visits and residential
- trips
- School sports
- Interaction with peers
- Assessment and exam arrangements
- Arrangements for working with other agencies
- Preparation for transition
- Translation and interpretation for pupils for whom English is an additional language.
- Withdrawal for multi-sensory work in literacy by speech and language specialist
- Teaching Assistant.
- Lexia computer software reading programme in Years 7 and 8.
- Social Communications Skills Group to develop Speech and Language Skills for students with ASD (on the Autistic Spectrum)

Teachers will aim to be flexible to adapt their teaching approaches, to enable pupils with disabilities to learn to learn effectively in their classrooms.

From our audit it is felt that staff need to have further training to increase their awareness of how to overcome the barriers to learning that are created by some medical conditions.

B Improve the range of communication methods to ensure all information is accessible for all parents and carers.

Please see Access Plan

C Improving the physical environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services:

Hope Academy will continue to use the professional survey of the physical environment of the school and to continue its implementation of the recommendations of the survey in relation to buildings upkeep and to make reasonable adjustments to allow disabled pupils to take advantage of education and associated services in light of relevant budget available over the next three years.

3 MAKING IT HAPPEN

3A: Management, Coordination and Implementation

Using this plan Hope Academy will seek further guidance from St Helens LA and external consultants in relation to best practice approaches to the monitoring of the Accessibility Plan

The Senior Management Team will establish:

- Clear criteria for monitoring the development of the Accessibility Plan
- Undertake further self-review of the plan annually in light of updated LA guidance
- Establish INSET priorities for relevant staff
- Seek clarification from partner schools of current accessibility procedures
- Include in reports to Governors progress on the Accessibility Plan development
Make annual presentation to full governing body

3B Getting hold of the School's Plan

Copies of this plan can be obtained in the following ways:

A hard copy can be obtained on request. Tel: 01744 671945

A copy can be down loaded from the school website www.hopeacademy.org.uk

A Curriculum access

Time scale	Target	Activities	Outcome	By when	By whom	Success criteria
Short term	To provide personalised curriculum for pupils most in need.	Investigate types of alternative curriculum. Look at developing and extending KS4 to courses in 6th Form.	To provide courses suitable to all students. Supported by Intervention.	Sept 2015	MAD and HOD	Improved motivation of students. Raising achievement of students. Appropriate curriculum for all ability levels .
Medium term	SENCO to provide whole Staff Training in staff CPD	SENCO to organise continued training for staff personalised to departments to meet the needs of students who have SEND.	To understand the changes in legislation around SEN and Disability, 'Assess, Plan, Do Review' graduated approach to meeting student needs.	Jan 2016	SENCO and SEND Team.	Enhanced awareness of diversity and full inclusion for pupils with SEN. Improved quality of teaching and learning and high quality teaching moving towards outstanding.
Long term	To improve access to the curriculum for all, by successfully achieving an inclusive curriculum model.	'Assess – Plan – Do Review' cycle throughout the year based on robust data.	Amend /Intervene where necessary to improve student motivation/attendance and progress	July 2016	SLT/HOD/ HOY	Improved results, attendance and student motivation.

B Information access

Time scale	Target	Activities	Outcome	By when	By whom	Success criteria
Short term	Improve signage around school for all visitors in new school.	Use of audit to identify areas in new school where additional or different signage is needed. Alter signage as needed.	Areas and types of signage identified and installed.	Sept 2015 then on-going	SENCO Site staff Experts	Clear, user-friendly signage around the Academy
Medium term	To improve cascading of information to staff	Create information rich notice boards in each staff work room for funded children. Exit ticket system introduced (LSA's)	To provide Learning styles suitable to all students. Ensure intervention is appropriate and timely.	Dec 2015	MAD and HOD LSA's Teaching staff	Improved motivation of students. Raising achievement of students. Appropriate learning takes place for all ability levels.
Long term	To improve feedback systems 'Assess – Plan – Do Review'	'Assess – Plan – Do Review' cycle throughout the year based on robust data. Middle leaders meetings and departmental meetings to address SEND frequently throughout meeting cycles	Amend /Intervene where necessary to improve student motivation/ attendance and progress	July 2016	SLT/HOD/HOY	Improved results, attendance and student motivation.

C Physical access

	Target	Activities	Outcome	By when	By whom	Success criteria
Short term	To develop emergency evacuation system in line with building regulations. Practice – students made aware of procedures and any PEP's	Look at areas of building and plan safe evacuation route(s). Improve auditory/visual alarm system.	Visual and auditory alarms in place (voice and siren). Evacuation routes defined and posters around school.	Sept 2015 then on-going	SENCO Site staff Experts	Visual and auditory alarm system in place. Clear plan of evacuation procedures established.
Medium term	Entrance/ exit doors labelled for set year groups to ease flow of students into hubs and canteen.	Audit of how pupils move around the school	Double doors through school open more easily/one way system of pupil movement deployed	Oct 2015	SENCO Site staff Experts	Suitable adjustments made to double doors for disabled access and improvement of access of students from yard. One way system in place and effective.
Long term	Looking at hearing loop requirements for auditory support.	Look at plans of building, and installation of hearing loop.	Disabled facilities in Dance / Drama to include hearing loop Installation in reception area	Dec 2015	SENCO Site staff Experts	To have disabled facilities on all floors of the school building in all accessible learning facilities.

+