

Appendix to Accessibility Policy May 2018

Office use

Published: May 2018 Reviewed date:	Next review: May 2019	Statutory/non: Statutory	Lead: Robbie Jones East Leake Academy
Associated documents:			
SEND Code of Practice: 0 to 25 years (2015). The Equality Act 2010 SEND Policy		https://www.dalp.org.uk/documents/Policies/AccessibilityPlan.pdf	
Links to:			
DALP Accessibility Plan February 2018			



Diverse Academies
Learning Partnership

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1.Executive Summary

ELA follows all aspects set out in the DALP policy.

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Physical Environment

Physical Environment	Targets	Strategies	Outcome	Time Frame
Short Term	To ensure that the main Academy is accessible to disabled visitors/stakeholders.	<ul style="list-style-type: none"> To keep the main lift in working order. To provide students with identified needs access to the lift. To ensure adequate parking spaces are available near the main entrance for disabled visitors. Meetings held with parents, students and agencies to evaluate and assess evacuation procedures. 	<ul style="list-style-type: none"> All visitors can access the school areas from the front and feel welcomed. 	Ongoing
	To ensure Emergency Evacuation Plan includes provision for disabled persons in any upper corridors	<ul style="list-style-type: none"> Information to be created by Inclusion Faculty - update all TAs and Teaching Staff. 	<ul style="list-style-type: none"> Evacuation plan includes reference to provision for disabled persons with instructions clearly displayed & any necessary training undertaken. 	Summer 18
	To ensure all student physical needs are disseminated to staff to enable access to the classroom/learning environment.	<ul style="list-style-type: none"> SEND Faculty area to be used online to share information, EHCP shared, update TAs and relevant staff. 	<ul style="list-style-type: none"> All students can access a broad and balanced curriculum. 	Autumn Term 18

Physical Environment	Targets	Strategies	Outcome	Time Frame
Short Term	To ensure all reasonable adjustments are made to enable students with SEND to participate in extra-curricular activities including trips, after-school clubs and sport events.	<ul style="list-style-type: none"> • Ensure information is effectively shared between staff. • Ensure students have access to a wide range of extra-curricular activities through effective communication. 	<ul style="list-style-type: none"> • All students at East Leake Academy have equal access to extra-curricular activities and adjustments are made where required. 	Ongoing
	To ensure disabled toilets are accessible and in a useable state.	<ul style="list-style-type: none"> • Ensure toilet areas are kept clear and can be accessed by SEND stakeholders. 	<ul style="list-style-type: none"> • Stakeholders have a toilet/shower space when needed. 	Ongoing
	To maintain a private physiotherapy room at the top of the main stairway with a physio bench and adjustable plinth supplied by Fountaindale Special School.	<ul style="list-style-type: none"> • Space to be monitored by SENCo to ensure that is used in an appropriate way. • Space to be used with adult support. 	<ul style="list-style-type: none"> • Safe space for student to complete physio activities when required. 	Ongoing
Long Term	To develop a sensory space in room 123 to support students with sensory needs.	<ul style="list-style-type: none"> • Conversion of previous isolation booth into a workable sensory space. • Funding to be allocated to enable a space to be created. 	<ul style="list-style-type: none"> • Students with sensory needs will have a safe, quiet space to use when required. 	Autumn 18

	<p>To develop a quiet, sensory outdoor area within the recently installed fenced off garden area.</p>	<ul style="list-style-type: none"> • Sensory garden to be planted. • Picnic benches to be installed. 	<ul style="list-style-type: none"> • Students will have access to a quieter space to use at break and lunchtime to support inclusion. 	Autumn 18
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Curriculum Access	Targets	Strategies	Outcomes	Time Frame
	Individual timetable for children with physical disabilities are carefully planned to ensure disruption to curriculum time is minimised.	<ul style="list-style-type: none"> • SENCo to organise and oversee provision for SEND students. • TA support identified and transition support available when needed. • Training for staff on supporting SEND students. 	<ul style="list-style-type: none"> • Equal access to the curriculum for SEND students. 	Ongoing
	All curriculum areas to reflect on their practice considering current legislation and developments.	<ul style="list-style-type: none"> • Continue with training of whole Academy staff. • Link with Academy and Faculty to focus upon teaching and learning. INSET sessions to be made available to focus on inclusive practice. 	<ul style="list-style-type: none"> • Staff are more aware of the way the curriculum can be made more accessible for SEND students. • Strategic planning to continue at faculty level. • All students have equal access to a broad, balanced curriculum. 	Ongoing
	To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum.	<ul style="list-style-type: none"> • To meet regularly with students, parents and outside agencies to plan access improvements. • To identify adjustments early on using information gathered from previous schools and parents. 	<ul style="list-style-type: none"> • All students can access a broad and balanced curriculum. 	Ongoing

Curriculum Access	Targets	Strategies	Outcome	Time Frame
	Ensure all exam arrangements are in place for all students with identified needs.	<ul style="list-style-type: none"> • Evidence to be gathered from all faculties to ensure arrangements are met. • Staff to use graduated response to ensure evidence is in place to demonstrate adjustments made. • Staff to be given access arrangement register to support assessments internally and externally. 	<ul style="list-style-type: none"> • All students can achieve their full potential and support structures are in place. 	Ongoing
	Staff to make reasonable adjustments for curriculum delivery including seating plans and resources.	<ul style="list-style-type: none"> • Staff to be given information from Inclusion Faculty. • Staff to use graduated response to raise concerns. 	<ul style="list-style-type: none"> • Students will have reasonable adjustments in place to fully access the curriculum. 	Ongoing
	Specific adjustments to be made in ADT, Science and PE lessons to fully include all members of the school community.	<ul style="list-style-type: none"> • Adjustable benches to be in place and in working order. • PE department to plan fully inclusive lessons or adjustments made. 	<ul style="list-style-type: none"> • All students can fully access the curriculum. 	Ongoing
	Staff training to be available to support with VI, HI and specific needs.	<ul style="list-style-type: none"> • INSET sessions to be planned to cover needs including working with SFSS advisor to deliver specific sessions. • Use of resources from family of schools to broaden training opportunities. • Specialist staffing used to support students where required. 	<ul style="list-style-type: none"> • Staff have up-to-date knowledge of specific needs. • Good practice improves to further develop inclusion. • All students can fully access the curriculum. 	Autumn 2018