

Development Priority – Accessibility Plan 2014-2017

Success Criteria	Measured by
<ul style="list-style-type: none"> Improved access to the physical environment of the school, adding specialist facilities as necessary. Improvements to the physical environment of the school and physical aids to access education. Increased access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. Improved the delivery of written information to students, staff, parents and visitors with disabilities. For example handouts, timetables, textbooks and information about the school and school events. The information made available in various preferred formats within a reasonable time frame. The Excel academy meets the needs of disabled students and staff and that of the Equality Act 2010. 	

Tasks/Actions	Persons Responsible	Resources	Timeframe	Monitoring / Evaluation	
1.	To improve access to the physical environment of the school, adding specialist facilities as necessary. Improvements to the physical environment of the school and physical aids to access education.				
1.1	Improve signage around the Academy making it clearer and bright	STG	Cost of signage	Sept 15-July 16	DAB
1.2	Ensure that staff with disabilities feel confident to discuss potential adjustments through a working party	CLM	Time Termly	Dec 16	DAB
1.3	Support all applications for interactive whiteboards in the Academy, which aid learning for students/ staff with disabilities.	STG/RM	Cost pre planned	SEPT 14	DAB
1.4	Classrooms are optimally organised to promote the participation and independence of all students.	CLM	Training	DEC 16	PAR

2.	Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.				
2.1	Investigate 'good practice' for a range of disabilities and incorporate into whole academy policies, e.g. homework, spelling, recording.	CLM	Cost and training of LTA's	Sept 15 - ongoing	DAB
2.2	Ensure disabled students highlighted on extended register are given the opportunity to participate in extra-curricular activities	CLM	Time to promote	Dec 16	DAB
2.3	Take steps to meet disabled people's needs even if this requires more favourable treatment such as: Time out cards, cards to have early lunch, similarly staff with asthma may be excused some duties in weather likely to exacerbate the condition	CLM/RIH/HOY	Cost	Ongoing	DAB
2.4	Investigate Clicker 6 technology or alternative	GWH	Cost	Dec 15	CLM
2.5	Develop continued training for staff on differentiating the curriculum in particular for students with SpLD/SLCN. Provide training for governors, staff, students and parents on issues such as Dyspraxia, ADHD, ASD and other areas of need as they arise. Training to be built into the Academy CPD calendar, Focus group briefings, whole staff training sessions and flexi sessions.	CLM	Training time	Ongoing	DAB
3.	Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example handouts, timetables, textbooks and information about the school and school events. The information made available in various preferred formats within a reasonable time frame.				
3.1	Incorporation of appropriate colour schemes when using IWB to benefit students with SpLD/visual impairment, review termly	CLM	Time	Nov 16 - ongoing	ANS/DAB
3.2	Research the services available through the LA for translation services and for converting written information into alternative formats.	CLM	TIME and cost	Jan 16 - ongoing	DAB
3.3	Develop use of the Academy flatscreen TV's to share school events as another source.	DAR	TIME	Sep 16	RIH/CLM

4.	The Excel Academy meets the needs of disabled students and staff and that of the Equality Act 2010.				
4.1	Collect data on students and staff who have a disability so that needs can be assessed.	JUB/CLM	Time	Sept 15 ongoing	DAB
4.2	Use the extended register to highlight students who have a disability. Use this data to highlight students who need specific timetable arrangements so they won't be disadvantaged.	CLM	Time	Sept 15 ongoing	DAB
4.3	Review all policies to ensure compliance with the equality plan and policy especially: <ul style="list-style-type: none"> • SEN Policy • Medical Conditions Policy • Teaching and learning policy • Recruitment policies 	CLM	Time	Sept 15 ongoing	DAB
4.4	Implement specific and targeted CPD for individuals and groups such as Governors and new staff induction.	CLM	Time	Sept 15 Ongoing	ANS/DAB
4.5	Review existing opportunities for students, staff and parents to participate in Academy management and governance (for example Academy Executives/councils) and consider how disabled people may be encouraged to participate.	CLM/RIH	Time	Sep15 ongoing	DAB
4.6	Review bullying policy and raise awareness of disability related harassment	CLM	Time	June 16	DAB
4.7	Be able to extract bullying information/data on demand	CLM/PAR	My Concern	Nov 16	DAB
4.8	Training to enable staff to model respectful attitudes to disabled students, staff and parents	ANS	Time	Jan 17	DAB
4.9	Identifying and displaying positive images of people with disabilities in the Academy	CLM	Time	Ongoing	DAB
4.10	Academy to be able to access its own access arrangements for exams.	CLM	Time	Sep 15	DAB