Striving for Excellence: *step-by-step*

One Degree Academy

Accessibility Plan

Last Review Date	**June 2017**
Next Review Date	**Sept 2018**
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1. Purpose

"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" Equality Act 2010

The Cuckhoo Hall Academies trust will ensure that the space occupied is fully compliant with all current legislation. The facilities provided at the Academy are accessible to all individuals.

2. Aims

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995)

3. Procedures

Maintenance and renewal
To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Premises Manager and COO.

Individual needs
Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCO, Teachers of disabled pupils, and line managers (for staff).

4. Monitoring and Review

This policy will be monitored by Premises Manager, the COO and The Governing Board for One Degree Academy

Accessibility Plan – One Degree Academy - 2016

Development Area	Targets	Strategies	Outcome	Success Indicators
Curriculum delivery	• Classrooms are organised for pupils with SEN or a disability • Understanding and planning for additional time requirements	• Using specific guidance from specialists • SEN information available to all staff • All SEN provision reviewed on a termly basis (at least) • Further training given on implementation and differentiation or curriculum • Regular meetings with parents and relevant professionals to ensure the needs of students with SEN or a disability are met	• Monitoring indicates that disability/SEN has been taken into account when organising classroom environment • Monitoring indicates that differentiation is in place targeted towards vulnerable groups • All students, regardless of SEN or disability have full access to the curriculum, feel successful and included.	• Disabled pupils are able to access the learning environment more effectively • Disabled pupils able to access the curriculum more effectively • OFSTED grade of '1' – Outstanding in all areas – this includes Behaviour and Safety and Quality of Teaching. • No specific group of students (including those with SEN or a disability) are underperforming academically.
School design for disabled pupils	• All areas accessible to disabled pupils	• Strategic discussions in building design, prioritising disabled access points • Disabled access points kept clear and	• Issues with access logged and resolved	• Disabled pupils able to access all physical areas without difficulty –

		seen by all as an integral part of the building		
Signage	• Signs clear and understandable for pupils with visual impairment.	• Ensure size and colour of signage is suitable • Consider suitable placing of signs	• Signs clear and updated as required	• Visually impaired students able to read and follow instructions on signage
Staff training	• Teaching approaches and learning activities are made accessible to all pupils	• All staff receive appropriate training • All staff have access to student SEN profiles and SEN Support Plans which document student needs and how staff can assist • Extra training is readily available upon request	• Sustained and rapid progress made in all areas including literacy and numeracy	• Progress data • All 'at risk' groups broadly making same progress as all other students.
Stimulating environment	• To ensure all groups of students are catered for by the physical environment in which they are learning – including classrooms, halls and outside areas	• The environment is regularly audited to reduce all barriers to learning, achievement and full participation.	• Pupils are able to gain access to all resources and stimuli which they need to order to reach their full potential	• Pupils happy and fully engaged in their learning and making good or accelerated progress