



Shavington Academy

Accessibility Plan 2021-2024

Forward

At Shavington Academy we pride ourselves on providing our students access to a broad and balanced curriculum along with the support they need to access it. We believe that this allows our students to start their journey on the best footing to achieve their potential. In our recent Ofsted Inspection parent responses stated 'This is a safe environment and the school does so much to raise the confidence of our children.'

This plan shows how Shavington Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Introduction

For the purpose of this document we will use the definitions as stated in the SEN Reform Act 2014.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation"

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Shavington Academy recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of the facilities provided to them.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the board of governors.

The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils and ensuring quality first teaching by:

- Giving details of alternative provision that some students may need to access when their learning needs are additional to or different from that which Quality First Teaching would largely support.
- Review how the curriculum meets the needs of all students and their needs
- Review access to the physical environment to allow equality of access.
- Review of how written information is delivered to pupils and parents
- The timetable for the continued professional development of staff to allow for Quality First Teaching.

Provision MAP

	KS3	KS4
Whole School	Reading intervention Paired reading Maths support Break club/ Lunch Club Pupil Passports Access to in class support – as highlighted on teacher’s seating plans Homework Club Transition programs Literacy mats, connectives and extended writing checklists DC reviews	Small English and Maths GCSE groups (10/11) Appropriate curriculum ie. BTECs Guided option choices Setting based on ability Pupil Passports Access to in class support – as highlighted on teacher’s seating plans Exam Access support Literacy mats, connectives and extended writing checklists Assertive mentoring Nerdy in thirty Action support Assertive mentoring
Personalised Intervention, 1:1, small group actions	Homework support Literacy interventions Social stories Anger Management Support during assessments Use of ICT for extended writing Pre-Teaching LGBT support	Pupil Passports shared with all teachers School Focussed Plans Work placement Modified timetable Exam access support Use of ICT for extended writing English, maths and science form time interventions LGBT support
Personalised learning	Specific in class support with TA Pupil Profile plans shared with all teachers Modified timetable Specialist 1:1 language support Modified curriculum and modified resources 1:1 maths Pre-teaching.	Specific in class support with TA Pupil Passports plans shared with all teachers Work placement Modified timetable Alternative Qualifications Specialist 1:1 language support Social skills Anger Management Modified curriculum and modified resources Reinforcement of key language Pre-teaching. Coloured books, papers and overlays.

	Coloured books, papers and overlays. Round robins How's your engine cards Removal from RE/assemblies at request	Round robins Mentor meetings
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Increasing access for disabled pupils to the school curriculum.

	Target	Strategy	Timescale	Responsibility	Success criteria
Short Term	To liaise with feeder primary schools to review potential intake for 2018	To identify students who may need additional support	At least one term before entry	SENCO, SEND lead Transition Co-ordinator	Clear procedures in place in time for intake
	To establish close liaison with outside agencies for pupils with on-going needs.	To ensure collaboration between all key personnel	Ongoing	SENCO, AHT, Outside agencies, Pastoral team.	Clear collaborative working approach
Short Term	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access	On-going and as required, within an annual CPD plan	SENCO, SLT, Literacy/ numeracy coordinators	Raised staff confidence in strategies for differentiation and increased pupil participation
	Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As identified and planned within the annual CPD plan.	SENCO	Raised confidence of support staff
Medium Term	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/SEND lead/SEND Gov. Achievement meetings Regular liaison with parents	Termly, at Data Captures	Class teachers SENCO	DC's show pupils with SEND making progress
Long Term	To evaluate and review the above short and long term targets annually	To review in line with EHCP and update Statements to EHCP	Annually	SENCO/SEND lead	Students have appropriate targets, and make appropriate progress.

	To deliver findings to Governing body	SEND meeting	Regular meetings with SEN Governor	SENCO	Governors fully informed about SEN provision
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Ensuring access to the physical environment of the school

	Target	Strategy	Timescale	Responsibility	Success Criteria
Short Term	Ensure that pupils with physical disabilities can access the full curriculum	Maintain ramps Respond to changes in physical limitations, by re rooming class teachers, when necessary	On a cycle of repair and maintenance As and when required	Site Manager Assistant Head (Curriculum)	Reviews of EHCPs indicate full access to the curriculum
Medium Term	Supporting pupils with sensory needs to manage the school environment	Extended transition How's your engine cards Working with CEAT and implementing recommended strategies for that child	Ongoing	SEND Lead/SENCO	Attendance of pupils with sensory need. Reviews of SFP/EHCPS show pupils accessing the full curriculum
Long Term	To deliver findings to Governing body	SEND meeting	Regular meetings with SEN Governor Termly meetings	SENCO/SEND lead	Governors fully informed about SEN provision

Improving CPD for Quality First Teaching

	Target	Strategy	Timescale	Responsibility	Success Criteria
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Short Term	To enable staff to meet the needs of all students with SEND through effective communication of needs and appropriate strategies	Regularly up -date the SEND register, pupil passports and SFPs	Ongoing	SENCO	Evidence of pupil progress.
Medium Term	To provide staff with understanding of dyslexia, ADHD and autism and medical conditions such as asthma how to differentiate/assist pupils effectively with these conditions.	Provide relevant CPD in line with emerging needs	Within an annual CPD schedule	AHT Pastoral/AHT CPD	Pupils with these conditions make expected progress.
Long Term	Complete all actions identified on the ACSEED award	Action plan to be completed	Ongoing	AHT Pastoral	Pupil progress with mental health issues improved

Approved at the Summer P, C & CPDL Committee

Signed: _____ **J. Chapman** _____ **(Chair of)**

Signed: _____ **E. Caswell** _____ **(Headteacher)**

Dated: _____ **17.05.2021** _____

Review Date: _____ **Summer 2024**