

# St Thomas More Roman Catholic Academy



## Accessibility Plan 2013 - 2016

*All members of our community are given equal opportunities in line with the Single Equality Duty.*

REVIEWED: 13.11.13

**ADOPTED BY BOARD OF GOVERNORS/DIRECTORS: 04.12.13**

**ST THOMAS MORE ROMAN CATHOLIC ACADEMY ACCESS PLAN 2013 - 2016**

<b>Short Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Impact</b>
	To raise staff awareness of New Code of Practice and associated changes / duties ready for implementation.	SENCo to attend training and deliver staff CPD SEN Link meetings, Information on Intranet.	Staff will be aware of a range of the New Code of Practice and duties. Staff to consider disability /inclusion issues in planning and delivering curriculum.	September 2014	Staff are of changes and duties to be implemented September 2014 and preparation done to embed in practice.
	To screen Years 7 and 9 whole year reading ability to inform identification and support strategies including assessment for exam access arrangements.	NGRT assessment Literacy programmes Assessments for exam Access Arrangements	NGRT used Year 7 and end of Year 9 Literacy support identified. Individual assessments for identified Yr 9 pupils for Exam access arrangements.	July 2014	Students requiring additional support identified and supported. Access arrangements in place to support students with SEND.
	SEND / LDD information to be made available on SIMS system.	Training for SEN TA SEND information input to SIMS system. Review information, including targets. Provision Maps.	SEND information available for staff to access in a secure environment and to use when planning and delivering lessons and activities.	Sept.2013-2014 and added to as needs require.	Staff able to access and use strategies to support student achievement and inclusion. Lessons planned effectively enabling access to curriculum.
	Further develop use of student voice to inform development of Accessibility Plan.	Greater use of Student voice interviews. Pupil Surveys.	Pupil views inform planning and review. Any concerns arising	2013-14 and on-going	Student voice included in monitoring and forward planning.

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Impact</b>
<b>Short Term Cont.</b>	Information made available to parent/carers and students using Academy website in addition to written form.	Development of parent/carer and student information including coursework / homework /resources / relevant communications posted by curriculum staff , policies	Adults able to access information. Pupils able to access coursework / homework and resources at home. Staff able to post information and resources for students and / or parents / carers.	2013—14 and updated to as required.	Adults and students able to access relevant information on line and at home and using ICT accessibility as required.
	Liaise with specialist agencies to ensure that strategies used to support emotional wellbeing and teaching and learning are appropriate and updated as required.	Pastoral meetings SEN review meetings, Agency assessment and liaison as appropriate. Strategies given by specialists and implemented by staff. Monitoring as advised. Updated information and strategies made available to staff. Transition information disseminated to staff new intake students.	Identified students supported using personalised strategies and accessing relevant resources as requires. Students included either within educational setting or in alternative settings with advice.	2013—14 and ongoing.	Appropriate support strategies identified and implemented. Increased opportunities for students to be included in learning activities. Relevant monitoring and adjustments made as appropriate.

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
<b>Medium Term</b>	Enhance provision of specialist equipment e.g. computers, keyboards, lap tops, voice recorders, spell checkers. Adjustable height chairs, specialist ICT equipment available for pupils with disabilities.	SEN to update stock. Departments to be encouraged to purchase appropriate resources and look to increase ICT opportunities within subjects for students requiring scribes/ exam arrangements. Relevant catalogues made available to subject departments	Higher number of students able to access equipment available for use in school or able to be accessed through specialist support teams.	2013—2015 and ongoing	Specialist equipment on site for use where needed. Enhanced access to curriculum and opportunities to present alternative recorded work. Exam Access arrangements in place and practiced.
	Specialist training for SEN staff to add to department and school expertise on up to date strategies to be used across a range of disabilities relating to new category SMHE ( Social, Mental and Emotional Health).	Access LA training courses and identify any other training relevant to SEN staff. Link with Pastoral staff and expertise. Staff to disseminate good practise to current and all new staff joining college. Advice and training from specialist outside agencies.	Awareness developed. Strategies available to staff.  Pastoral input used to support CPD and staff training, including whole school training.	2013—14 and ongoing .	Staff awareness of new category in COP. Co-ordinated Pastoral and SEN provision. Effective strategies to support student in new category.
	To take account of students and adults with disabilities when organising events and trips.	Forward planning to include accurate SEND and medical information use of interpreters , adult support, mobility issues when using / hiring buses, toileting facilities etc.	Risk assessments undertaken and practical arrangements made where possible to enable safe participation in events.	2013—14 and ongoing.	Students and adults able to access events safely. Develop range of opportunities through positive planning and risk assessment.

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goal Achieved</b>
<b>Long Term</b>	Maintain visual differentiation in areas of risk.	Risings painted and maintained. Visibility strips on stairs. Hazards marked. Staff to risk assess lessons and learning environments.	Assessment annually and maintenance work completed as identified.	Sept 2013—16	Safety adjustments in place enabling safe access and mobility.
	Maintain physical access in and around building	Maintain disabled parking spaces and ramp access points within Academy. Handrails on stairs as advised. Lift.	Access points maintained and used to enhance physical access to building	Sept 2023—16	Safer mobility to entrance and movement around academy site and within classrooms.
	To encourage positive attitudes through developing inclusion in activities, positive visual images and visible role models.	Curriculum resources. Visual display for diversity including student Achievements. Planning for participation and activities with regard to inclusion, health and safety, within Academy, Work Experience, LA and Diocesan events.	Accessibility taken into account when planning activities. Enhanced opportunities for students. Achievements celebrated.	2013—16	Positive attitudes promoted.