



Elm C of E Academy

Accessibility Plan 2017

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education. From 2002, under Part 4 of the DDA, the Governing Body has three key duties towards disabled pupils:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of how our Governing Body aims to increase access to education for disabled pupils. This will be in the three areas required by the planning duties in the DDA, these are:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is required that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

AIMS:

Elm C of E Academy promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with families and other agencies in the best interests of its pupils and to maximise educational opportunity.

	Action Plan	Strategy	Outcome Criteria	Resources	Time Frame	Monitoring
Improving access to the curriculum						
1	To develop a staff training programme that will increase knowledge of how to support disabled pupils to access the curriculum.	Staff training on: <ul style="list-style-type: none"> ▪ Autism ▪ ADHD ▪ Behaviour management ▪ Physical impairment ▪ Speech and language 	Enhanced staff knowledge and confidence on how to support pupils in these areas. Improved behaviour throughout the school. An increase in pupil needs being met	<ul style="list-style-type: none"> • ADHD training course Cambs • Behaviour management input from Dr Julia Bale • Autism awareness training – Cambs. • Where there is some level of physical or sensory disability plan for the child's needs with advice from specialist teacher. 	Summer Term 2018	
2	To develop staff knowledge and confidence on how to teach pupils with Global Delay	Staff meeting to develop understanding of pupils with Global Developmental Delay and how to support them.	Increase knowledge and usage of Global Delay	Contact Emma Cross to source training.	Spring Term 2018	
3	SENCo and SLT to carry-out a Provision Management audit and an audit of projected needs for pupils with SEN/ disabilities	<ol style="list-style-type: none"> 1. Decide on proforma and level of detail to be collated in Provision Management. 2. SLT members to collect data from their respective areas 3. Data to be recorded, analysed and decisions made. 	An easily accessible overview of what is going on in the school and where. Overview to help decide on future priorities and gaps.	Suitable proforma to document the audit needs. Designated meetings with relevant SLT to collect data. SMT to analyse data which will inform priorities	December 2017	

Improving the Physical Environment						
1	To audit short-term steps that could be taken to improve accessibility	<ol style="list-style-type: none"> 1. Decide on audit tool 2. Audit school/pupils' needs within the school 3. Use results to decide on possible areas of action 	An overview of the accessibility needs of the school.	Liaise with Cambs on how to audit accessibility	Summer 2017	
2	To use the outcomes of the audit to decide on priority areas in terms of increasing the availability of physical aids and pupil access the curriculum.	Identify particular groups and their priority needs, including parents.	<p>Improved pupil access to the curriculum</p> <p>Improved parent access to the academy.</p>	Audit results Resources bought using schools devolved capital funding	2017-18	
Improving Access to Written Information						
1	Audit teaching materials, textbooks and other information to assess accessibility and areas for development. New purchases should take into account these needs	<p>Support curriculum co-ordinators on auditing resources.</p> <p>Provide co-ordinators with pupil audit in order to inform the level of needs within the school.</p> <p>To purchase equipment accordingly.</p>	<p>An audit of the types of teaching materials available in the school.</p> <p>Support in selecting appropriate resources to meet the wider needs of the academy.</p>	Proformas to conduct audits Access to Catalogues/websites that cater for these wider needs	Summer 2017	
3	Identify the preferred method of communication with disabled pupils and their parents.	Proforma grid for teachers to collect this data at parents evening each Autumn term	<p>Improved communication with parents.</p> <p>Actively reducing ways in which we hinder parents from communicating with the school, and pupils from accessing the curriculum.</p>	Proforma which teachers can record parent choices. Database in which to store its information	Autumn Term each year	