

Accessibility Plan 2016 - 2019

Part A: Access to the Curriculum

Objective	Who	Action	Success Criteria	Monitoring	Progress to Date
1) Create effective learning environments for all utilising feedback from pupil and parent/carer groups	SLT PLA	<ul style="list-style-type: none"> Develop f/t KS4 'nurture' groups at St Wilfrid's Academy - during '16/'19, review summer '17 PLA works strategically with parents/carers who have been identified as needing additional support – from Sept. '16 onwards, review impact summer '17 Utilise SPTA's School Improvement team in order to aid with effective self-evaluation and strategic planning (English, maths, science, ICT, SEN) – by summer '17 	<ul style="list-style-type: none"> All pupils, parents and carers report 100% satisfaction with the care and education that they receive Pupils' diverse needs are met Individual pupil attendance figures improve as a result of strategic focus upon reducing pupil absence rates Pupils make good academic and social and emotional progress Pupils have a solid transition plan to support Post 16 employment, education or training 	<ul style="list-style-type: none"> SLT EAB SPTA OfSTED 	
2) Rolling programme of CPD relating to Equality, Accessibility and the Inclusion agenda	SK SLT	<ul style="list-style-type: none"> SENCo and SLT determine programme of annual training needs – July, annually Adopt all SPTA policies relating to Health and Safety, Equality and Inclusion – March 2016 	<ul style="list-style-type: none"> Ongoing programme of staff training reflects diverse needs of pupils within the Academy and expected duties. Focus in 16/19: Attachment Disorders and Teenage Depression. Suitable learning challenges are set which respond to pupils' diverse academic needs Trips and external visits are planned 	<ul style="list-style-type: none"> SLT EAB OfSTED 	

			well in advance to ensure appropriate assessment of risk is and consideration of individual pupil need		
3) Curriculum offer regularly reviewed and updated as appropriate	Curric. Coords	<ul style="list-style-type: none"> • Departmental meetings timetabled and published in annual meeting plan. Minutes, with action points published on Shared Data – September '15onwards • Curriculum coordinators keep abreast of subject developments in order to ensure their teaching and learning is relevant and ensure the best outcomes for pupils – attendance at quality conferences 	<ul style="list-style-type: none"> • Departmental meetings held once per half-term • Curriculum coordinators continue to extend their curriculum planning to accommodate the diverse needs of pupils • The curriculum and teaching activities are progressive and take account of proven initiatives • Pupils make good progress • SLT maintain outstanding capacity to improve by ensuring the curriculum is fit for purpose • SOW are adequately differentiated to take account of the ability and learning styles of all pupils 	<ul style="list-style-type: none"> • SLT • EAB • OfSTED 	
4) All policies consider the implications of Disability Access	SENCo	<ul style="list-style-type: none"> • Ensure all parents/carers are offered the opportunity to formally feedback regarding the inclusive nature of St Wilfrid's Academy 	<ul style="list-style-type: none"> • 100% parents/carers report satisfaction with the opportunities and inclusive nature of the Academy • Feedback, from questionnaires, is acted upon and appropriate suggestions implemented • Policies amended accordingly 	<ul style="list-style-type: none"> • 	

Part B: Access to the Physical Environment

Objective	Who	Action	Success Criteria	Monitoring	Resource
a) Access to St Wilfrid's Academy can meet diverse pupil needs and, if necessary, appropriate alternative provision is made in line with the DDA policy	SLT EAB	<ul style="list-style-type: none"> Parking space is made available to visitors with a disability Appropriate signage is displayed at both sites 	<ul style="list-style-type: none"> Pupils and visitors are able to access Academy sites with ease 	<ul style="list-style-type: none"> SLT 	
b) Planned building projects take account of the DDA agenda	SPTA	<ul style="list-style-type: none"> Project manager will ensure compliance with building regulations regarding accessibility 	<ul style="list-style-type: none"> Any new construction will be fully accessible 	<ul style="list-style-type: none"> EAB OfSTED 	

Part C: Access to Information

Objective	Who	Action	Success Criteria	Monitoring	Resource
1) Ensure equality with regards to the ability of pupils, parents/carers staff and interested parties in accessing information provided St Wilfrid's Academy	SLT	<ul style="list-style-type: none"> All correspondence will be available on the SWA website. All statutory 'school' and associated policies will be available on the SWA website All policies will be available in alternative formats if requested 	<ul style="list-style-type: none"> When questioned, parents/carers, pupils and others feel able to access a range of appropriate and current information with ease 	<ul style="list-style-type: none"> EAB 	
2) Academy policies and associated literature are accessible to and understood by all	SLT	<ul style="list-style-type: none"> All statutory policies will be reviewed and brought in line with Government and SPTA diktat – as per individual policy deadline Newsletters available in large print if requested Regular review of need and delivery of alternative formats as needed Effective use of LA's EAL team to translate information if required 	<ul style="list-style-type: none"> SWA policies do not discriminate against any group of people who have a vested interest in the PRS Pupils, parents/carers report 100% satisfaction with the information they receive 	<ul style="list-style-type: none"> EAB 	
		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

Question	Yes	No
Do we ensure that all staff have the necessary training to teach and support the range of disabilities that are displayed by some of our pupils? e.g. dyslexia, Aspergers, ADHD etc..		
Are the classrooms optimally organised for pupils who display such disabilities?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and whole class?		
Are all pupils encouraged to take part in music and/or drama and/or physical activities?		
Do we provide access to computer technology appropriate for students with disabilities?		
Are SWA visits made accessible to all pupils, irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		
Is furniture and equipment selected, adjusted and located appropriately?		
Do we have facilities such as ICT to produce written information in different formats?		
Are staff are familiar with technology and practices developed to assist people with disabilities?		