

The Rural Enterprise Academy



Accessibility Plan

Approved by Governors: **July 2018**

Review Period: **1 year**

Review by: **July 2019**

DES/AP Aims:

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information.
- c) To evaluate and report to parents on the success of the action plan in meeting its targets.

Action	Success Criteria	Lead Person	Timescale	Monitoring
Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services. Focus on adjustments for those with mental health issues, physical disability, ASD and dyslexia.	Annual EHCP reviews and termly passport meetings will provide evidence of adjustments required to support students in lessons.	ACD	On-going	Completed
	Learning mentors and support workers will identify changing needs for those students with special needs.	ACD	Review termly	Completed
	Parents will be supported by both pastoral and SEN team in raising and resolving problems and this will be recorded and communicated to teaching staff.	ACD/SC	On-going	Completed
	Parent drop-ins provide a way for curriculum issues to be raised.	ACD/SC	Review September 2017	Have continued to be offered but very little take up.
		ACD	On-going	Completed with resulting changes for September –

	<p>Teaching staff will monitor and highlight curriculum needs.</p> <p>Student voice contribution will specifically include views of students with a disability. As part of developing participation in public life the school wishes to increase access to raise issues through school council for students with a disability.</p> <p>Attendance at relevant CPD sessions will include the majority of teaching staff. CPD to involve parents and students where applicable. Looking at key focus areas.</p> <p>Liaison with outside agencies such as CAMHS student advocates and medical providers to ensure we are up to date with students' needs.</p>	<p>KS</p> <p>ACD</p> <p>ACD/SC</p>	<p>Review termly</p> <p>Review December 2017</p> <p>On-going</p>	<p>further choice options for Y10 pupils</p> <p>Change to SW – pupils with disabilities on panel.</p> <p>Reviewed and a programme in place</p> <p>Completed</p>
Further develop systematic	The parent focus group			

<p>procedures that collect views of the impact of reasonable adjustments by students with a disability, their parent and advocates. (Student voice processes, impact of anti-bullying measures, parent confidence tool). Develop parental involvement, particularly with EHCP. Build parent networks and provide information to access specialist services .</p>	<p>will be involved in considering provision for students with disabilities. The focus group will review provision from a parent/carers perspective and provide feedback on whether students' needs are being met.</p>	LM/SW	Review September 2017	Remains on offer but take up minimal
	<p>Parent drop-ins for students with mental health issues such as self-harm, Dyslexia and Autism will take place periodically to garner parent's views and create support network/critical friend.</p>	ACD/SC	Review September 2017	See above
	<p>Results of student survey will be available to shape future policy.</p>	LM	Review after each survey cycle	Student and parent surveys conducted by Ofsted suggest a high level of satisfaction
	<p>Views of students and parents will be gathered via EHCP reviews, care plans, communication with home and specific meetings as appropriate.</p>	ACD/SW	On-going	Completed and acted upon

Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors. Meeting the closing the gap agenda. Focus on setting and achieving ambitious targets and maintaining high expectations.	Progression monitoring will be developed to reflect the Basics, Attainment 8 and Progress 8 Measures. Setting of ambitious targets in accordance with the latest EHCP guidance in the SEN Code of Practice.	ACD	September 2017	Impact analysis will be completed end of this academic year.
	Attendance measure will show persistent absence and attendance moving in line with the rates for all students. Subject to medical needs)	KS	Review termly	Still a gap but some progress has been made.
	Analysis of published and internal data to identify patterns in achievement and progress to trigger reasonable adjustment.	ACD	Review November 2017	Regular micro analysis undertaken
	Annual review of performance to Governors to include those with Special Educational Needs.	ACD/LM	Review July 2018	Part of ACD's report to governors

Improving the Physical Access

Action	Success Criteria	Lead Person	Timescale	Monitoring
To improve the internal	Paint the edges of the	SW	Review July 2018	Will be completed when

staircases for the visually impaired.	stairs with yellow paint or highlight with a metal strip.			funding allows
Consider outdoor safety for the visually impaired.	Paint the edges of the outside steps and kerbs with yellow paint.	SW/ACD	Review July 2018	Will be completed when funding allows
Installing power assisted doors for entrances to each building.	Each building has one power assisted door installed as money allows.	SW	Review July 2018	Will be completed when funding allows
To maintain the accessible lifts.	Maintain and service the lifts in good working order.	SW	On-going	The ramp assisted lift in reception has been replaced with a permanent ramp resulting in only one lift service contract
To maintain the accessible toilets.	Maintain accessible toilets in both buildings.	SW	On-going	Maintained
Easier access to departments and rooms for students and visitors.	Consideration given to signage with words and symbols in corridors. Consideration given to the layout of furniture and equipment.	SW/ACD	Review September 2017	Signs will be replaced when funding allows
All building projects will make provision for those with disabilities	Projects specifications make specific reference to those with disabilities.	SW	On-going	The only project has been the disabled ramp access in reception
Audit of the needs of parents/carers with disabilities.	Accessibility needs are incorporated into the action plan. Data to be collected via Y8 interviews as part of the	SW/ACD	Review September 2017	Information collected for each new cohort

	wider data collection process prior to admission. Data to be collected from all mid-term admission families.			
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Improving the Delivery of Written Information

Action	Success Criteria	Lead Person	Timescale	Monitoring
Availability of written material in alternative formats including school brochures and other information for parents.	Ensure alternative formats are available as required. Ensure parents/carers are made aware of this availability via the website.	SW/ACD	Review November 2017	Parents can request additional formats.
The readability of all written documents is considered at the draft stage.	Documents for adults have readability in line with National Adult Literacy Standards Level 2.	SMO	Review September 2017	All letters and documents are checked before sending out
Raise awareness of adults working at and for the school on the importance of good communication systems.	Arrange and complete training on supporting pupils with hearing and visual impairments.	ACD	Review December 2017	On-going as we recruit pupils with disabilities
Audit the needs of parents/carers with disabilities.	Needs are incorporated into the action plan.	SW/ACD	Review September 2017	As part of annual passport meetings

Improving the Curriculum Access

Action	Success Criteria	Lead Person	Timescale	Monitoring
Continue to provide training for teachers on	Audit staff training requirements and develop	ACD	Review December 2017	Regular training on differentiation as well as

differentiating the curriculum.	a training programme accordingly.			specific training to allow teachers to meet the needs of pupils with particular disabilities.
Access to internal and external examinations for all students.	Continue to assess students for examination dispensation and arrangements made accordingly.	ACD	On-going	A high percentage of pupils enjoy access arrangements that meet JCQ compliance. This is checked during yearly JCQ inspections.
Increasing the ability of the school to meet the needs of students with mental health difficulties.	School will develop resilience in students through promoting strategies to maintain mental health including anxiety, depression, exam stress and body image. Early identification by analysis of risk factors.	ACD	Review July 2018	Several on-going programmes. Concerns that there is no longer school nurse support for tier 1 interventions available.
All out of school activities planned to ensure the participation of the whole range of students.	All out-of-school activities completed in an inclusive manner with access for all students.	ACD	Review termly	Complaint and all necessary additional arrangements in place.
Classrooms organised to promote participation and independence of all students.	Consideration given to the layout of furniture and equipment to support learning.	SW/ACD	Review September 2017	Compliance
Training for awareness on disability issues.	To provide training for governors, staff, students and parents/carers as necessary.	ACD	Review December 2017	Training for staff but so far no training for governors.

