

Astrea Academy Dearne

Accessibility Plan for period 2020/21 – 2023/24

Lead member of staff: Ryan Purdy Date: 2nd February 2021

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum, and their capacity to achieve.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the skills, knowledge and confidence of all staff with regard to inclusive practices.

Astrea Academy Dearne will monitor the implementation of the plan and keep under review the access needs of the school.

(SCHOOLS TO POPULATE THIS TABLE AFTER COMPLETING AN ACCESS AUDIT)

	Focus/Objective	Action	People Involved	Timeframe	Outcome/Review Evaluation
Short Term	School to ensure that all pupils are enabled and supported to access their learning throughout 'lockdown' – whether virtually or on-site	<p>Most vulnerable pupils (e.g. EHCP, Athena) to be offered a place in school</p> <p>Pupils without laptops and/or internet to be provided with this where possible</p> <p>Paper-based learning activities to be made available in specific circumstances</p> <p>Regular and consistent phone calls and home visits take place where needed and for pupils deemed most vulnerable</p>	SENCO, Athena Team, Heads of Year	Immediate and ongoing throughout 'lockdown'	All pupils, regardless of SEND or other need are able to access their learning and are supported to do so
Medium Term	All school staff and the governors have had access to training on	Deliver training to all staff and governors on Equality Act, SEND, disability and inclusion;	SENCo and Inclusion Lead (AME)	September 2021 first training day	Training delivered Feedback from attendees demonstrates staff understand statutory

	<p>disability equality and inclusion.</p> <p>We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.</p> <p>Staff seek to remove all barriers to learning and participation. SENCo to work with Heads of Faculty to develop 'inclusive curriculum' model and QA / review process</p> <p>A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.</p>	<p>continue to deliver this as part of Induction for all new staff.</p> <p>Visits by external agencies (e.g. SCI, Educational Psychology, Greenacre, Springwell) to assess environment; environment walks</p> <p>SENCo and Inclusion Lead to undertake whole school QA</p> <p>SENCO to liaise with HoFs</p> <p>HoFs to work with Faculties, with support of SENCO, to develop inclusive curriculum</p> <p>Ensure there is a link governor for SEN and regular meetings to further develop policy and practice</p>	<p>SENCo</p> <p>SENCo and Inclusion Lead (AME)</p> <p>SENCo and Inclusion Lead (AME)</p>	<p>Summer Term 2021 and again in Academic Year 2021/22</p> <p>Summer Term 2021 and again in Academic Year 2021/22</p> <p>Termly</p>	<p>obligations and guidance</p> <p>Evidence of engagement with outside agencies</p> <p>Evidence of 'environment walks' taking place</p> <p>Further actions to improve classrooms and organisation of environment, incorporated in next version of this plan</p> <p>Evidence of SoL which are mindful of SEND, disability, accessibility of learning activities and 'next steps' to further improve practice in these areas</p> <p>Evidence of inclusion as a focus throughout curriculum planning at Faculty and whole school level</p> <p>Identified Governor for SEN</p> <p>Evidence of regular meetings, discussion, evaluation and further actions incorporated into next version of this plan</p>
Long Term	<p>When renewing computer hardware and software, machines and materials are chosen to</p>	<p>Future purchases of technology / equipment have due regard for current and</p>	<p>SENCo</p>	<p>Next financial review – April 2021</p>	<p>Future purchases of technology / equipment have due regard for current and future SENDs</p>

	<p>support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.</p> <p>The school links with other schools to share good practice.</p>	<p>future SENDs</p> <p>Identify schools with outstanding SEN practice; visits</p> <p>Sharing of best practice at Astrea Academy Dearne with other settings</p>	<p>SENCo</p> <p>Inclusion Lead (AME)</p>	<p>In academic year 2021-22 and beyond</p> <p>By end of academic year 2021-22 and beyond</p>	<p>Evidence of engagement with other settings which demonstrate effective / outstanding provision for SEN; further revision of this plan to reflect findings</p> <p>Engagement with other settings to model best practice at Astrea Academy Dearne (e.g. Athena)</p>
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Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Date of Review: 2nd February 2020

Name of Reviewer: Angela Moore – Assistant Principal (Inclusion)

Period of Plan being checked; 2020/21 - 2023/24

Does the plan cover:	Yes/ No	Comments
Access to the Curriculum?	Yes	Adapted for lockdown/ remote learning
Access to the Physical Environment?	Yes	
Auxiliary aids and services?	Yes	
Teaching and learning practices?	Yes	In addition, bespoke SEND Athena provision offer for those significantly behind their peers.
Staff training?	Yes	
Culture and ethos?	Yes	Please also refer to Equality Objectives
Provision of written information?	Yes	
2. Are there targets that are;		
Short term?	Yes	
Medium term?	Yes	
Long term?	Yes	
3. Are there clear strategies to ensure targets fulfilled?	Yes	
4. Are there clear outcomes linked to the targets?	Yes	
5. Is there a realistic time frame?	Yes	
6. Are there indications as the resourcing of the plan?	Yes	Space for this information not provided on this form but please see separate SEND Funding arrangements

Recommendations

Insert any recommendations made as a result of the checking exercise