

Astrea Academy Dearne

Accessibility Plan for period 2022/23 – 2025/26

Lead member of staff: Ryan Purdy Date: 10th October 2022

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 who are unable to access learning or complete work through traditional means (e.g. writing) due to disability or injury are enabled to do so	<p>Pupils with physical difficulty preventing writing to be identified and provided with a laptop; where appropriate, a fine motor skills intervention to be implemented</p> <p>Pupils with a communication / sensory difficulty preventing access to learning (e.g. hearing or visual impairment) to be identified; for appropriate agencies to be engaged in providing guidance and appropriate specialist equipment put in place</p>	SENDCO	Immediate and ongoing in response to identification of need	All pupils, regardless of SEND, are able to access their learning and are supported to do so

Medium Term	All school staff and governors to attend training on disability equality and inclusion.	Deliver training to all staff and governors on Equality Act, SEND, disability and inclusion; continue to deliver this as part of Induction for all new staff.	SENDCo	1/9/22 CPD and also part of ongoing CPD sessions (1/11/22, 10/1/23, 14/3/23, 23/5/23)	Training delivered Feedback from attendees demonstrates staff understand statutory obligations and guidance
	We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	Visits by external agencies (e.g. SCI, Educational Psychology, VI and HI Advisory Teachers) to assess environment; environment walks	SENDCo	Visits September and October 2022 CPD 1/11/22 with inclusive environment focus	Evidence of engagement with outside agencies Evidence of 'environment walks' taking place Further actions to improve classrooms and organisation of environment, incorporated in next version of this plan
	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	SENDCo to undertake whole school QA SENDCo to liaise with HoFs HoFs to work with Faculties, with support of SENDCO, to develop Inclusive Curriculum	SENDCo	Ongoing	Evidence of SoL which are mindful of SEND, disability, accessibility of learning activities and 'next steps' to further improve practice in these areas Evidence of inclusion as a focus throughout curriculum planning at Faculty and whole school level
	A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	There is a link governor for SEND and regular meetings to further develop policy and practice	SENDCo	Termly	Identified Governor for SEND Evidence of regular meetings, discussion, evaluation and further actions incorporated into next version of this plan

Long Term	When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.	Future purchases of technology / equipment have due regard for current and future SENDs	SENDCo and Inclusion Lead (AME)	At each financial review	Future purchases of technology / equipment have due regard for current and future SENDs
	The school links with other schools to share good practice.	Identify schools with outstanding SEND practice; visits	SENDCo	Ongoing	Evidence of engagement with other settings which demonstrate effective / outstanding provision for SEND; further revision of this plan to reflect findings
		Sharing of best practice at Astrea Academy Dearne with other settings	Inclusion Lead (AME)	Ongoing	Engagement with other settings to model best practice at Astrea Academy Dearne (e.g. Athena)

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: **DATE**

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

Period of Plan being checked; Academic Year 2022 - 2023

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

Recommendations

<p><u>Insert any recommendations made as a result of the checking exercise</u></p>
