

Kettering Science Academy - Accessibility Plan 2018-19

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcomes	Timeframes	Goals
Short Term	Ensure compliance with the Equalities Act 2010 and SEND code of practice	<ul style="list-style-type: none"> ✓ Staff training and information 	All staff aware of and follow the Accessibility Plan and SEN requirements	In place at all times	Compliance with legislation Students needs are met
Short Term	Early identification and close transition planning	<ul style="list-style-type: none"> ✓ Dedicated transition plan for Year 6/7 students ✓ Thorough sharing of information and close communication with all parties ✓ Specialist support and guidance for Year 9/10 and post 16 transition ✓ Use of EHA's and/or external agencies 	Appropriate plans are in place	February 2019	Information is shared so that students, families and staff can meet student needs
Short Term	Physical management plans and PEEP's in place for all students who need them	<ul style="list-style-type: none"> ✓ SENCO to co-ordinate and distribute provision plans 	Appropriate plans are in place to support temporary and permanent medical needs	February 2019 and on-going	Students with medical and physical conditions have attendance at 95% or above and make good academic progress
Short Term	Provision plans and/or IHCP's in place for all students who have medical needs and physical conditions which could impact on their learning	<ul style="list-style-type: none"> ✓ SENCO to co-ordinate and distribute provision plans 	Appropriate plans are in place	February 2019 and on-going	Students with medical and physical conditions have attendance at 95% or above and make good academic progress
Short Term	The curriculum meets the needs of all students	<ul style="list-style-type: none"> ✓ Differentiated/modified curriculum. ✓ Strategies in place in practical subjects ✓ Intervention group for literacy, SEMH ✓ Alternative qualifications at GCSE 	Appropriate curriculum is in place to support temporary and permanent medical needs and/or disability	In place at all times	Appropriate pathway and curriculum is in place that meets needs and ensures progress

Short Term	Appropriate resources and support in place to support students learning needs	<ul style="list-style-type: none"> ✓ Identify cohort, identify what is required, disseminate to staff and ensure in place 	Resources are available for students who require them and staff and students are aware	February 2019 and on-going	Students make good academic progress
Short Term	Quality First Teaching for all students including differentiation so that all students can meet learning objectives	<ul style="list-style-type: none"> ✓ Regular sharing of student information ✓ CDP for staff ✓ Regular staff training ✓ Improved assessment, marking and feedback. ✓ Share best practice. ✓ Access to extra-curricular and trips/visits 	Improved quality of teaching and learning through differentiated and personalised learning tasks	In place at all times	Students make good academic progress
Short Term	Written material is available in alternative formats when required	<ul style="list-style-type: none"> ✓ The school will make itself aware of the services available through the LA for converting written information into alternative formats ✓ Access Arrangements and modified papers 	The school will be able to provide written information in different formats when required for individual purposes	In place at all times	Delivery of information to disabled pupils improved
Short Term	Support from external agencies in place when required (for example HI, VI, EP, EIP, Camhs, Physiotherapists, School Nurse etc.)	<ul style="list-style-type: none"> ✓ The school will make itself aware of the services available through the LA 	Appropriate support is in place	In place at all times	Support for disabled students in place so they make good academic progress
Short Term	Regular communication with parents/carers	<ul style="list-style-type: none"> ✓ Reports and parents evenings ✓ Emails/texts/phone call ✓ Review meetings ✓ Early Intervention 	Parents have regular communication from staff	In place at all times	Student outcomes improve
Long Term	Achieve 'Communication friendly setting' status	<ul style="list-style-type: none"> ✓ CPD and training ✓ Implementation ✓ Communication tracker completed 	Improve staff knowledge and understanding to meet student needs	September 2019	Achieve the Quality Mark and embed into teaching and pastoral systems.

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcomes	Timeframes	Goals
Short Term	All levels of the building accessible by wheelchair users and those with physical disabilities	<ul style="list-style-type: none"> ✓ Ramps ✓ Lift ✓ Wider corridors ✓ Library shelves accessible ✓ Fully accessible PE areas and DT workshops ✓ Evacuation chairs in place ✓ Specialist furniture/seating when required ✓ Safe lighting ✓ All steps/stairs are clearly marked. ✓ Additional markings in place for VI students as required by student need and budget ✓ Outside PE areas have ramp access 	Students can move safely around the building and access all required areas and resources	In place at all times	Safe access to the whole school site
Short Term	Toilet, hoist and changing facilities in place	<ul style="list-style-type: none"> ✓ Facilities available when required ✓ First Aid provision in place 	Students' physical needs are met safely and with dignity	In place at all times	Safe access to facilities
Short Term	Accessible car parking	<ul style="list-style-type: none"> ✓ Bays are signed and compliance monitored 	Improved access for disabled pupils, parents and staff	In place at all times	Safe and close access to the school building
Long Term	New build access arrangements are suitable for physically disabled users	<ul style="list-style-type: none"> ✓ New build design to include lifts, handrails, ramps etc.; fire evacuation procedure and toilets ✓ Staff training potential future pupils as required 	Students can move safely around the building and access all required areas and resources	In place at all times	Safe access to the whole school site

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcomes	Timeframes	Goals
Short Term	A range of communication methods in place to ensure information is accessible	<ul style="list-style-type: none"> ✓ Internal signage ✓ Large print resources ✓ Braille ✓ Induction loop ✓ Visual cues ✓ Modified exam papers ✓ Exam Access Arrangements ✓ Consultation with external agencies ✓ Student use of laptops/technology ✓ Regular and clear information available to parents in different formats if required 	Information is readily and easily available	In place at all times	Delivery of information to disabled pupils improved
Short Term	Students with literacy needs are supported across the curriculum	<ul style="list-style-type: none"> ✓ Staff access to information ✓ Seating plans ✓ Enlarged papers/adapted fonts/use of coloured paper when required ✓ Differentiation 	Students needs are met and their literacy improves	In place at all times	Delivery of information to disabled pupils improved
Short Term	Written material available in alternative formats when required (e.g. braille, enlarged papers etc.)	<ul style="list-style-type: none"> ✓ The school will make itself aware of the services available through the LA for converting written information into alternative formats. 	The school provide written information in different formats when required for individual purposes	In place at all times	Delivery of information to disabled pupils improved

Reviewed by: Claire Greaves (Vice Principal) Date: December 2018

This Accessibility Plan will be reviewed annually.