

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated support for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities such as resources with increased font size etc Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Short term: Improve transparency of who our key students are in all year groups and closely monitor those who are PP and SEND, creating strategies to enable full access of the curriculum</p> <p>Medium/long term: To ensure subject curriculums are tailored to the needs of all SEND students</p>	<p>PP/SEND to be a standard agenda item in SLT/HoD/ Faculty and Year Team meetings.</p> <p>SEND curriculum planning undertaken by all HoDs and shared with all staff</p>	<p>SLT in charge of Curriculum and Assessment.</p> <p>HoDs responsible for curriculum access planning (shared with SLT)</p> <p>SENCo</p>	<p>January 2023</p>	<p>More frequent, and often structured discourse surrounding key students.</p> <p>Clear acknowledgement on seating plans to identify key students</p> <p>Use of APDRs to provide evidence that lessons are planned to enable these students to make sufficient progress.</p> <p>Higher levels of parental engagement used to address concerns and promote positive outcomes</p>

	Planning includes opportunities to work in group/pairs/collaborative learning as well as whole class.					Exam papers enlarged or adapted, as required - Coloured paper and/or overlays -
Improve and maintain access to the physical environment of the school	Some areas of the environment are adapted to the needs of students as required. All classrooms and learning spaces are on one level.	<p>Short term: To ensure individuals with disabilities can access the academy and move freely to and from one place to another.</p> <p>Medium /Long Term: To improve visual signage around the academy</p>	<p>Install ramps in all areas of the school where accessibility is via steps</p> <p>Enlarge signs and include, where practical, visual representation of area/topic. Update class signs/directions and ensure at an appropriate level</p>	Site team SLT In collaboration with SENCo	September 2023	<p>Ramps in place to provide full access to all areas of the academy</p> <p>All areas of the academy to have clear, visible signage in place.</p> <p>Students are able to recognise signs and where to go.</p>

<p>Staff recognise and allow for the mental effort/ additional time required by some disabled children/ young people e.g. using radio/hearing aids, processing difficulties (including people with autism).</p>	<p>The school has provided training around process difficulties and how to support students in the lesson.</p> <p>Information and strategies have been distributed for all student that states the need to allow ‘thinking and processing’ time.</p> <p>Where necessary, adjustments made for individuals around the use of alternative working space and/or support at times of pressure/anxiety.</p>	<p>Short term: To further develop awareness/recognition of the need for additional time.</p> <p>To develop awareness and implementation of strategies for students with HI.</p> <p>Medium/Long term: To create a fully inclusive environment to support students with HI</p>	<p>Staff to check planning/ curriculum content.</p> <p>Staff to check students’ understanding at regular intervals.</p> <p>Explore additional training opportunities for staff.</p>	<p>All staff SLT SENCo</p>	<p>September 2024</p>	<p>Student voice reflects support given to have ‘thinking time’.</p> <p>Students make good progress.</p>
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