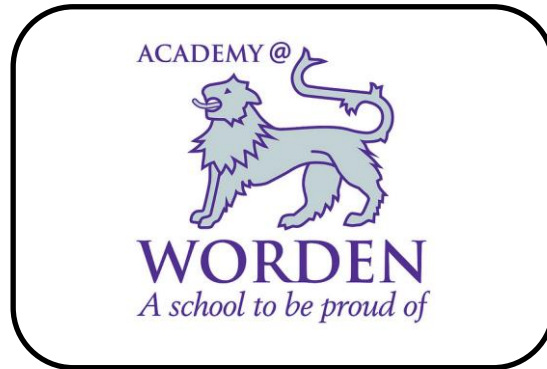


Academy @ Worden



Accessibility Plan

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Statement of intent

This plan outlines the proposals of the governing body of Academy@Worden's to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
 - Employees
 - Governors
 - External partners
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Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Planning Duty 2

| | Issue | What | Who | When | Outcome criteria | Review |
|--------------------|--|---|---|--------|--|--------|
| Short term | Staff members do not know whether the curriculum is accessible. | Audit of curriculum | Headteacher / Teachers / SENCO | Annual | Management and teaching staff are aware of the accessibility gaps to the curriculum. | Annual |
| | Staff members do not have the skills to support pupils with SEND | INSET provided to staff members. | Headteacher / External advisors / SENCO | Annual | Staff members have the skills to support children with SEND. | Annual |
| Medium term | School trips do not take into account children with SEN and disabilities | Needs of children with SEND incorporated into planning process. | Teachers / SENCO | Annual | Planning of school trips takes into account children with disabilities. | Annual |
| Long term | Pupils with SEND cannot access lessons. | Provide tablets to pupils with SEND | Headteacher / ICT Manager / SENCO | Annual | Pupils with SEND can access lessons. | Annual |

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

| | Issue | What | Who | When | Outcome | Review |
|--------------------|--|--|--|-------------|---|---------------|
| Short term | Management does not know if the school's physical environment is accessible. | Audit of physical environment. | Building surveyors | Annual | School is aware of accessibility gaps to its physical environment. | Annual |
| Medium term | Learning environment of pupils with visual impairment is not accessible. | Incorporation of appropriate colour schemes. | School Business Manager | Annual | Learning environment is accessible to pupils with visual impairments. | Annual |
| | Toilets are not accessible. | Handrails installed | School Business Manager | Annual | Access to toilets is increased. | Annual |
| Long term | Children with physical disabilities cannot access school buildings | Construction work undertaken | School Business Manager / Building contractors | Annual | School buildings are fully accessible. | Annual |

Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

| | Issue | What | Who | When | Outcome criteria | Review |
|--------------------|---|---|---------------------|-------------|---|---------------|
| Short term | Management staff does not know whether school information is accessible or not. | Audit of information delivery procedures. | SENCO / ICT Manager | Annual | School is aware of accessibility gaps to its information delivery procedures. | Annual |
| | School does not know how to make written information accessible. | School seeks advice from external advisors. | SENCO | Annual | School is aware of local services for converting written information into alternative formats | Annual |
| Medium term | Written information is not accessible to pupils with visual impairments | Purchase braille machine and translate. | SENCO / ICT Manager | Annual | Written information is fully accessible to children with visual impairments. | Annual |
| Long term | School website is not accessible to children with SEND. | | ICT Manager | Annual | Website is fully accessible. | Annual |

