



APPENDIX I - ACCESSIBILITY PLAN

ACTIONS	TIMESCALE	MONITORING & EVALUATION	SUCCESS CRITERIA
Publish Equality Act objectives	April 2016	SLT and Governors review annually	Approved by Governing Body
Ensure compliance with Equality Act	At start of each academic year	Review checklist (Appendix II) SENCO/Assistant Head	100% compliance with guidelines/legislation
Ensure maintenance and update of SEN register	Review termly	SENCO	Register is up to date
Tracking / monitoring of progress and attendance data for disabled students is recorded using CMIS	Termly	All teaching staff SENCO Curriculum Leaders and Progress Leaders	Termly audit reports show all records up to date.
Ensure examination concessions and special requirements are in place for all disabled students	Prior to examination periods	Exam Officer SENCO SLT	All disabled students complete the examination process whatever their special requirements e.g. a reader or amanuensis
Ensure that all disabled students have access to all educational visits and trips organised by all curriculum areas, unless determined and supported by previous concerns	Every organised visit or trip	All staff leading trips Relevant risk assessment EVOLVE SENCO	Trips all accessible to disabled students
Provide alternative arrangements for disabled parents attending consultation evenings and meetings. E.g. signer for deaf parent	As required	Pastoral staff ELD Parental feedback questionnaires / verbal feedback to ELD staff.	Parents happy with arrangements



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Supply disabled students and parent's information in the form required by them. E.g. Braille, SIM writer, translated copies for EAL etc.	As required	All teaching staff SENCO ELD minutes	Information is accessible e.g. all curriculum materials and letters home
Audit students' disabilities who will be transferring to the Academy within next 3 years	Annually	SENCO liaises with Primary support team Year 7 Progress Leader/Transition Leader	Disabled students identified prior to starting at Academy and needs planned for
Monitor and review needs of disabled staff	Termly	H&S Officer HR Officer Review needs with disabled staff	Disabled staff needs met e.g. classroom acoustics modified
Regular maintenance checks of internal and external stairs, walkways and paths. Maintenance of yellow lines.	Monthly	Estates manager Caretaking staff H&S Officer	Maintenance timetable adhered to and work completed



APPENDIX II - REASONABLE ADJUSTMENTS CHECKLIST

General Duties to disabled students	Yes	No	Evidence
<p>Does the governing body receive regular reports on how your Academy is meeting its duties to students with disabilities:</p> <ul style="list-style-type: none"> • To ensure appropriate provision is made? • Not to treat less favourably? • To make reasonable adjustments? • To draw up and implement an accessibility plan? <p>Does the governing body report annually to parents on how your Academy is meeting its duties?</p> <p>Is the governing body aware of how many students with disabilities there are in your Academy?</p> <p>Reasonable Adjustments</p> <p>Do you make reasonable adjustments to your policies on admissions, education and associated services and exclusions, for students with disabilities and prospective students?</p> <p>Do you keep your policies, practices and procedures under review to ensure you are not discriminating?</p> <p>Are all staff aware of the need to make reasonable adjustments: Managers, Teaching Staff, Teaching Assistants, Catering Staff, Caretakers and others?</p> <p>Does the governing body have evidence of the participation of students with disabilities across the life of the Academy?</p> <p>Does the governing body have evidence of the outcomes for students with disabilities across the life of your Academy?</p> <p>Does the governing body know what the views of students with disabilities and their parents are?</p> <p>Does your Academy provide training on the duties and on broader issues of disability equality?</p> <p>Does your Academy have an accessible complaints procedure?</p> <p>Does the governing body need further training and support in order to fulfil its role?</p>			