



# Accessibility Plan

**SKINNERS' ACADEMY**  
**ACADEMY ACCESSIBILITY PLAN**  
**2016 - 2019**

**Aims:**

- Skinners' Academy is committed to continuous development to maintain inclusive practice
- Skinners' Academy will identify and overcome barriers to the inclusion of people with disabilities in all aspects of Academy life
- Skinners' Academy will ensure all staff receive adequate training to enable the effective education of students with disabilities
- Skinners' Academy will prioritise sufficient resources to support the actions identified in this plan

Skinners' Academy will continue to monitor and review its education and other services to ensure these are accessible and effective.

## ACCESS TO THE CURRICULUM

### GOALS & TARGETS:

1. Ensure all staff understand their responsibilities under the Disability Discrimination Act (DDA) and Disability Equality Duty (DED)
2. Develop staff skills in delivering the curriculum to students with disabilities
3. Improve access and participation in the wider curriculum for students with disabilities
4. Monitor the progress of students with disabilities

### STRATEGY & IMPLEMENTATION

1. Staff training to be on-going, ensuring new staff and Beginning Teachers are trained and existing staff have regular updates and reminders. Training to be delivered by SENCO and/or third party trainers.
2. Teaching and learning strategies will include adjustments for students with disabilities where needed.
3. The Academy will use the data from the disability profile to inform planning for teaching and learning.
4. The Academy will promote positive images of disability through all aspects of the curriculum.
5. Consultation with students and others with disabilities to be on-going and feed into new strategies.

## RESOURCES

1. Time for release of staff and students involved in training and consultation.
2. Time at Inset annually for staff updates.
3. Payment for third party trainers.

## MONITORING & EVALUATION

Progress towards meeting the goals and targets will be monitored by:

1. Academy self evaluation process.
2. Lesson observations.
3. SEN monitoring process.
4. Governing body and SEN Governor.
5. Inclusion steering committee.

## ACCESSIBILITY OF INFORMATION

### GOALS & TARGETS

1. Develop alternative ways of recording and presenting information for people with disabilities.
2. Develop staff skills in delivering information to people with disabilities.

### STRATEGY & IMPLEMENTATION

1. Develop resources in other formats e.g. large print, audio discs.
2. Identify preferred method of communication of all people with disabilities in regular contact with the Academy.
3. Raise awareness about multi sensory support in the classroom e.g. photographs, hearing impaired symbols.
4. Use skills in staff team e.g. staff and students training in British Sign Language.
5. Produce an 'easy to read' version of The Disability Equality Scheme.
6. Produce a 'large type' version of the Academy entry document.

### MONITORING & EVALUATION

1. Academy self evaluation process.
2. Governing body and SEN Governor.
3. Inclusion steering committee.

## RESOURCES:

1. Administrator time.
2. British Sign Language course.
3. Meeting time for Inclusion Steering Committee.
4. British Sign Language course.

## PHYSICAL ACCESSIBILITY

*The Academy accommodation is new build and every care has been taken to ensure that it is fully accessible to disabled people. Subsequent additions and refurbishments are DDA compliant, and the annual Health and Safety Audit also considers matters relating to DDA.*

### GOALS & TARGETS

1. Reduce physical barriers to inclusion.
2. Improve access to physical aids.
3. Create an environment that welcomes diversity and difference.

### STRATEGY & IMPLEMENTATION:

1. Specialist equipment will be made available through the SEN framework.
2. The identification of barriers in the physical environment will take into consideration students who may want to come to the Academy in the future as well as students currently in the Academy.
3. Any general building development work, refurbishment or redecoration will consider accessibility issues as a matter of course.

### RESOURCES:

1. Access to specialist advice about building for disabled access.
2. Feedback from disabled people using the accommodation.
3. Inclusion Steering Committee.

## **MONITORING & EVALUATION:**

Progress towards meeting the goals and targets will be monitored by:

1. Academy self evaluation process.
2. SEN monitoring processes.
3. Governing body and SEN governor.
4. Inclusion Steering Committee.

## **EVALUATING ACCESS ARRANGEMENTS**

1. Academy data is analysed to assess outcomes for disabled students and to inform the annual action plan.
2. A progress report is made to the Governing body each year, who in turn report to parents/carers through the Annual Report.
3. The SENCO meets annually with the SEN Governor to discuss Inclusion and SEN.
4. The Access policy is reviewed annually by the Academy's Inclusion Steering group and a new action plan drawn up.

## **AVAILABILITY OF THE PLAN**

The Access plan will be available on the Academy website along with the other inclusion policies. A hard copy or other formats are available on request.