ACCESSIBILITY PLAN

	Targets	Strategies	Outcomes	Goals Achieved
Short Term (ongoing)	Monitor the physical environment to identify areas that may require attention	Regular visual inspections of all the schools e.g., steps, stairs parking issues, internal doors, toilets, gates, lighting, heating, signs, floor coverings etc.	Urgent items will be identified and addressed immediately. Other issues will enable med/long term planning to happen.	Workplace inspections carried out yearly. Site staff meetings/walk rounds carried out and documented. Visual inspections done by site staff H&S audits.
	Every classroom is optimally organised for students with sight, hearing, or physical impairment	Seek advice from SENCO and other professional bodies. Identify the areas in most need of alteration and prioritise. Investigate the cost implications and plan for costings in the budget planning cycle	The potential requirements have been identified and, subject to cost implications, measures are in place to accommodate students	Every classroom is optimally organised for pupils with disabilities *as far as is practically and reasonably possible.* All pupils irrespective of disability are equally able to access the curriculum.

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Medium Term	Raise awareness of all employees of the definitions of disability as defined in the DDA with reference to hearing, visual and physical impairment and their rights in terms of the DDA To make staff aware of the National Curriculum Inclusion Statements i.e. -setting suitable learning challenges -responding to pupils diverse learning needs -overcoming potential barriers to learning and assessment for individuals and groups To ensure all staff adapt these to inform differentiated	Publicise the information to all employees. Staff training during the induction period and throughout the academic year. Staff training to ensure that action planning and planning of schemes of work is	Staff aware of the implications of the Disability Discrimination Act. Staff aware of the national curriculum inclusion statements. Strategies to enable full curriculum access for students with a range of disabilities to be identified in all long-term plans.	Quality of the learning experience for all students and quality of teaching /support improved with wider use of technology and practices.

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	planning and provision across the academy. Carry out a school audit of the wider curriculum e.g., clubs, visits to ensure that all pupils can participate.	informed by inclusion statements. Audit of all activities	All staff are aware of a range of interventions available in the academy to meet the needs of all students. Wider curriculum enables access and ensures participation by disabled students.	
Long Term	The Trust is prepared for the eventuality of receiving any Pupils/ staff with a disability.	Consult with feeder schools on potential new students each year and review current provision.	Taking into account the site and buildings reasonably practicable measures have been taken to ensure equal access to the curriculum for all students.	All pupils irrespective of disability are equally able to access the curriculum.
	The Trust supports all children with medical conditions.	A generic Trust policy will be in place stating how children will be supported in schools. Individual Health Care plans will be put into place, followed & reviewed. Sufficient staff will be trained to support children with specific medical needs.	All children will have full access and have the same opportunities at school as any other child. This will be monitored regularly and reviewed by school Governors.	All pupils regardless of a medical condition will be able to access school fully & be supported.

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