



**TARLETON**  
ACADEMY

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# Accessibility Plan

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## Accessibility Plan

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

The main targets of the plan are to:

- Ensure that the curriculum is differentiated to meet the learning needs of students with SEN and disabilities, and for ensuring that target setting is effective and appropriate.
- Manage and improve the physical environment of the school buildings and grounds in order to meet the needs of a range of current and prospective students with disabilities.
- Establish a culture of mutual trust and respect between all members of the school's community.
- Build a community that respects the celebration of achievement at all levels.
- Improve the availability of accessible information to disabled students.

### 2014-15

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time frame</b>	<b>Goals</b>
<b>Short Term and Ongoing</b>	Awareness of issues regarding students with chronic medical conditions including Diabetes, Asthma and Anaphylaxis	Provision of Blue Medical cards to allow students to leave lessons to go to the toilet or to access their medical equipment.  Update staff on regular basis as required through usual systems	Students are able to leave the classroom or enter school at any point and this does not involve the need to explain their medical condition.	5.9.14 and ongoing updates	First Aid Training ongoing and updated regularly.  Anaphylactic Shock Training with Epi Pen by School Nurse.  Asthma & Diabetes training provided by the School Nurse. Students feel integrated into the school.

## Accessibility Plan

<p>Awareness of issues regarding students with conditions including ASC, ADHD, Hearing Impaired and Speech &amp; Language difficulties.</p>	<p>INSET and CPD session. Head of Learning Support to update staff about Statemented students as well as those with an SEN Support Plan, those with medical issues and those identified as being on the Additional Information List.</p> <p>Update staff on regular basis as required through usual systems</p>	<p>To ensure that students are monitored closely by all teaching and support staff in lessons and in unstructured times to ensure that they are settled into school life both socially and educationally.</p>	<p>5.9.14 and 17.9.14 Monitoring ongoing.</p>	<p>Greater awareness by staff of the needs of students in particular learner groups.</p>
<p>Continued Support for students with complex Learning Difficulties, ASC, ADHD and Physical Difficulties.</p>	<p>Nurture Groups established in Years 7 and 8 to support students with complex needs (learning difficulties and other social, emotional integration issues).</p> <p>Ongoing training and awareness raising through internal systems</p>	<p>Improved academic progress within the group.</p> <p>PDC Lunch Club – a safe area at lunch time for students who may be considered to be ‘vulnerable’.</p>	<p>September 2014 to July 2015</p>	<p>Students feel integrated socially into school life and are prepared to join mainstream classes.</p>
<p>Inclusion Manager to contact parents, students and outside agencies to discuss accessibility eg hearing impaired students requiring access arrangements for language speaking exams or disabled toilet facilities.</p>	<p>Sharing of ideas to make specific areas of school more accessible eg Exams</p>	<p>Improved provision and support for students.</p>	<p>September 2014 – July 2015</p>	<p>Awareness of facilities available in school.</p>

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	Provision of a Booster Camp during the Summer break for Year 6 students on transition as well as Yr 7 & Yr 8 students from the Nurture Group.	Targeted intervention and planning as required specific to individual need	Improved provision and support for students.	Summer 2014	Students feel integrated into school life
	Access to disabled toilet facilities	Students identified and all parties made aware of need and how this can be accessed	Students able to comfortably access	Ongoing	Students feel integrated into school life
	Provision and updates of TAG – ensuring active involvement and communication with parents and carers in their child's education.	All parents of new students are asked to sign up to the system. Parents of existing students are encouraged to maintain involvement.	Encourage a joint approach to encourage full engagement with school	Ongoing	Parents are involved in supporting and mentoring their children
	Availability of letters and reports in different languages for parents of EAL students	Translators fluent in Spanish, Portuguese, Polish and Hungarian to attend Parents Evenings or transcribe letters and reports where appropriate	Involve the wider non English speaking community in school.	September 2014 and ongoing	Availability of more detailed information about the past education of non English speaking students to enable better future planning
	For students with temporary disabilities (e.g. broken limbs) to continue to access curriculum	Risk assessment carried out and all appropriate parties informed  Available classrooms identified  PDC available for lessons which can't be accessed and suitable work set and monitored	Students able to attend school	As required	Students able to make progress in learning

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	Accessibility for parents and students with disabilities on parent consultation evenings	All staff located on ground floor	Parents are able to meet staff individually	Ongoing	Parents directly engaged with staff in supporting student progress
	Provision of an alternative curriculum for students who have difficulty in the completion of GCSE courses.	Small withdrawal groups in Years 10 & 11 to target additional support in basic skills including Maths and English. Led by subject specific HLTA's	To encourage KS4 students to make at least 'Expected Progress' and potentially 'Exceptional Progress'.	Ongoing based on subject specific tracking.	Students performing at their 'Expected Progress' levels at GCSE and BTEC.
	Provision of a flexible or reduced curriculum for students with specific physical and emotional needs.	Targeted small group work and flexibility of teaching staff in teaching groups.	Encourage students to aim to achieve their full potential.	Ongoing for a small number of students considered on a case by case basis	Monitoring to be maintained on an individual basis
	Monitoring and development of students with SEND accessing extracurricular events/ activities	Data base and timetable provision for extracurricular activities created  Take up reviewed and actively targeted	Encourage students of all abilities to be involved in wider life of school	September 2014 and ongoing	All students fully involved in school life for holistic development
	To utilise Teaching assistants to support full access to the curriculum	Assess need and allocate TAs as required  Train TAs in required intervention	Students able to access curriculum more fully	Annually and ongoing	All students fully integrated where possible to maximise progress
	To enable access arrangements for examinations	Alternative area designated with trained invigilators	Students able to utilise exam considerations	Annually and ongoing	Student progress maximised
	To enable dietary need to be met	Need assessed and catering plan implemented	Students able to access school meals	Annually and ongoing	Students fully integrated in school life

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<b>Long Term</b>	All new build work considers the needs of differently able persons	Apply for and use capital funds and EFA grants	Greater access to new parts of the school and improved access to all parts of the school	Within 10 years	A new building housing an SEND base, a library and canteen as well as specialist classrooms for students with additional needs on the site of the old Douglas building, including an internal lift .
	Open access to all curriculum areas.	To monitor all school areas to check accessibility eg if a new student requires further facilities to meet their specific needs.	Full accessibility.	Ongoing	No barriers to learning.
	To increase accessibility to swimming pool for all user groups and individuals	To assess upgrading requirements and create financial plan	Full accessibility	By July 2015	All users able to use facilities