



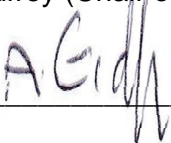
## Accessibility Plan

### Policy Version Control

Version history see Annex A errata for details

Version No.	Policy Author	Date Updated	Review Date
1	G Mellefont	01.09.2016	Sept 17
2	G Mellefont	02.10.2017	Sept 18

**Approval:** A Godfrey (Chair of Board)

 (signed) **Date authorised:** 12.10.2017

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## North View Academy Accessibilty Plan 2016-18

### LINK: EQUALITY POLICY

#### AIMS: (Equality Act 2010)

- Eliminate unlawful discrimination, harassment and victimisation & other conduct prohibited by the act
- Advance equality of opportunity between people who share a 'protected' characteristic and those who do not
- Foster good relations between people who share a 'protected' characteristic and those who do not.

TARGET	ACTIONS	RESPONSIBLE	TIMESCALE	LINKS	RESOURCES	IMPACT	MONITORING
To promote 'creative' provision & practice that provides opportunities for all pupils to access motivating learning experiences.	Identify targets through linked SLT / cords and SDP action planning	HT/SLT Team Leads/CORDS	2016-18	Disability Gender Race Age/sexuality  Annual SDP	As identified through SDP	Increased percentage of pupils meet end of year targets.	SLT/STG regular meetings GB on termly basis.
To provide a whole school 'total Communication' approach that meets the needs of all pupils	To assess pupil needs and compile appropriate targets that meet individual 'need'	JK/KS/SLT	2016-18	Disability Gender Race Religion	Equipment 'costs' as & when identified  Team	Improved accessibility to learning for all pupils	Termly tracking of individual children Regular Communication  Group meetings
To promote learning opportunities within the area of Spiritual/Moral and Cultural.	To plan a range of learning opportunities resource booklet to support pupil's awareness of diversity. Utilise individual pupil PLP's	AH Curriculum team	2016-18	Disability Gender Race Religion  Curriculum Team Plan 'Creative Curriculum'.	Budget allocation	Pupil accessibility to learning improved.	Termly monitoring by Learning area lead on 'coverage' achieved by all key stages.

To identify learning interventions that reduce barriers to learning using annual pupil progress data	To utilise data analysis to identify 'gaps' within different cohorts of pupils. Provide intervention to address 'need.'	CORDS SLT/ HT	2016-18	Disability Gender Race Age/sexuality	Allocated time for review and evaluation.	All pupils make expected or accelerated progress.	Report to GB on impact. Termly review meetings monitors impact.
<b>TARGET</b>	<b>ACTIONS</b>	<b>RESPONSIBLE</b>	<b>TIMESCALE</b>	<b>LINKS</b>	<b>RESOURCES</b>	<b>IMPACT</b>	<b>MONITORING</b>
To promote the extension of the outdoor learning environment	To extend areas across school to support cross curricular learning accessibility.	SLT Team Leads	2016-18	Disability Gender Race Age/sexuality.  SDP	Allocation of funds for Forest school training	Increased engagement in learning	Report to GB on progress. Monitor progress in meeting timescales within action plan.
To provide appropriate equipment/resources that ensures full pupil accessibility to learning.	Review & identify pupil needs(OT/Physiotherapist) and supply equipment to meet 'need'	GP/OT/Clinician	2016-18	Disability Refurbishment Plan (Corridor 2)	Funds from MSB and Charity Account for specialist equipment	Improved accessibility to learning across all areas	On-going assessment through PLP Pupil progress tracking termly OT/Physio/SALT targets
To ensure the school building is accessible to all pupils and staff with an identified disability.	Identify and prioritise upgrading to premises using Asset Mgmt Plan. Identify timescales and actions. Source relevant contractors.	HT	2016-18  ANNUAL MONITORING Termly health & safety meetings	Disability	Allocation of funds from MSB	Improved physical access to the building for all stakeholders.	CW report to GB termly

<p>To provide a forum for pupils to actively relay their thoughts and preferences through 'pupil voice' systems.</p>	<p>Formulate action points for development through school council Team Identify personnel, timescales, and targets.</p>	<p>HT/DHT / LS</p>	<p>2016-18  MONITOR AT YEAR END</p>	<p>Disability Gender Race Age/sexuality  SLT/pupils Team Plan 'Together'.</p>	<p>Time allocation</p>	<p>Pupil 'voice' impacts on whole school decisions.</p>	<p>SLT Team lead reports to HT  HT report to GB on termly basis.</p>
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TARGET	ACTIONS	RESPONSIBLE	TIMESCALE	LINKS	RESOURCES	IMPACT	MONITORING
To provide pupils with the choice of engagement in a range of lunchtime, Friday choice and extended school activities	Provide systems to enable children to make a choice of extended school provision	HT/LW	2016-18	Disability Gender Race Religion Age/sexuality  Gender re-assignment SIT Team 'Active'.	PE Grant/MSB	Increased range of choice through accessibility to an increased range of opportunities	Review and evaluate pupil engagement and feedback. Report to SL's
To implement SEND reforms in line with statutory advice.	To utilise current systems to support the conversion of pupil statements to EHCP.	Jk/SLT/HT	2016-18	Disability Gender Race Religion Age/sexuality Gender re-assignment	Allocated time for training updates and meetings	EHCP implemented within multi-disciplinary framework	Termly report to GB. Weekly SLT overview
To increase parental awareness and involvement in the school's Governing Body.	To provide a range of opportunities for parental engagement to Plan 'Together'. Post ofsted meeting for parents	HT/JK	2016-18  Review action plan termly	Disability Gender Race Religion Age/sexuality SDP	Time allocation for staff implementation	Raised parental involvement & awareness questionnaire feedback)	Report to GB on impact termly.  SIT team lead monitors progress and reports back to SLT on termly basis.
To work more effectively with parent/Carers on promoting joint approaches to learning.	To work with a range of professionals including school staff to provide opportunities of joint engagement (sharing/raising awareness/training)	SLT/Ht	2016-18	Disability Gender Race Religion Age/sexuality Gender re-assignment  SIT Team Plan 'Together'	Identification of training awareness raising opportunities	Improved joint working impacts on an increased number of pupils making progress	Monitor feedback from parent/carers SIT team lead monitors progress and reports back to SLT on termly basis.  Report to GB on impact termly.

TARGET	ACTIONS	RESPONSIBLE	TIMESCALE	LINKS	RESOURCES	IMPACT	MONITORING
To ensure all communication with parent/carers is clear/concise and 'fit for purpose' to meet all parental needs.	To review and evaluate all methods of communication with stakeholders	Ht/SLT/	2016-18	Disability Gender Race Religion Age/sexuality Gender re-assignment	MSB as required  ICT team/stationary costs/postage	All stakeholders feel informed at appropriate level	SIT Team lead monitor feedback from stakeholders  SIT Team lead reports to SL & GB
To improve parental engagement with school	To provide an extended range of opportunities for parents to come into school in line with parental 'voice'		2016-18	Disability Gender Race Religion Age/sexuality Gender re-assignment  SIT Team Plan 'Together'.		Increased engagement by parents in school life (visit logs)	Monitor the range of available opportunities and 'take up' by parent/carers opportunities accessed. Report to GB through SIT reports

**Annex A**

<b>Version No.</b>	<b>Change History</b>	<b>Guidance reference (if any)</b>	<b>Date</b>
1	Created		01.09.2016
2	Updated		02.10.2017