



Accessibility Policy 2020-21

Written October 2017
Reviewed September 2020
Review date September 2023

We will provide a learning environment that empowers, challenges and encourages individual success and social responsibility.



Context

The ACADEMY's Accessibility Plan will be used to advise other school planning documents and policies. The intention is to provide a projected plan for a three year period ahead of the next review date.

The ACADEMY is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the ACADEMY.

We are committed to auditing and reviewing our current activities, devising actions, setting goals and targets, implementing plans and evaluating them for impact.

To achieve this we will:

- Continually review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for students so that we can improve the access for both individuals and groups
- Work to provide an atmosphere where students feel safe and valued
- Promote the understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability
- Examine those parts of our active and extra-curricular activities which may have limited access for students with a disability and see how we can work to overcome these barriers.

Monitoring and implementation:

- The Accessibility Plan will be overseen and reviewed by the Senior Leadership Team (SLT) and the Academy Council
- The Academy Council will monitor implementation of the plan through the Head teacher's report, visits to the ACADEMY locations and the identified SEN Lead, of the council, who meets thrice yearly with the SENDCO
- The plan will be evaluated regularly, informed by discussions with students with disabilities, staff and parents / carers and analysis of data on progress and attainment of pupils with disabilities. The detailed action plan is split into three strands as below:
 - Strand A: Increasing the extent to which pupils with a disability can participate in the curriculum
 - Strand B: Improving the physical environment of the ACADEMY locations



- Strand C: Improving the availability of accessible information to pupils with a disability Key to Time Frame:

S: Short term - by December 2020
M: Medium term – significant progress towards target by Easter 2021
L: Long term - significant progress towards target by July 2023

St Matthias Academy

Strand A: Increasing the extent to which pupils with a disability can participate in the curriculum

Targets	Strategies	Time Frame	Lead
Provide more information to staff regarding specific needs of named students	Raise awareness of students' needs through IEPs, statements and EHCP's (pupil overview)	S	HG
	Staff training on graduated approach to identifying and supporting SEN students including rolling out Bristol Support Plan	M	HG
Improve access to the curriculum with the purchase of specialist equipment for targeted students	Audit use of technologies to ensure current provision is effective	M	SQ
	Invest in I pads, laptops, chromebooks, and specialist software as appropriate and as funds allow	L	SQ
Provide staff training to further improve outcomes for students with SEN	LSA training to be directly linked to areas of student need. Incorporate staff CPD into PMDS review forms	L	SLT
	Training to be offered to teaching staff by specialists as identified through assessment section of graduated response process	L	AM
	LSAs to join curriculum areas for training	M	SQ
	Use student shadowing and learning walk data to highlight training needs	M	SLT
Improve staff understanding of how to make visual material more accessible to students	VI Training/awareness	L	HG
Improve staff knowledge and skills in differentiating materials according to student need	Staff training delivered both in-house and from specialists. Training to be both need and student focussed	L	HG/ JC
Provide increased support for students with social, emotional and mental health needs (SEMH needs)	Identify LSAs in each team to work with targeted students	S	SQ/SK
Further develop links with designated AP SEN worker	Agreed fortnightly visits by SEN liason worker Mark Goodings	S	HG
Increase literacy/ numeracy levels	Coordination of English and Maths intervention sessions to work with named students	M	FR / WK
	Identify pupils in induction who have very low numeracy/literacy and target for interventions eg Reading Rapid	S	MS/KZ



Improve staff knowledge of specialist 'languages'	Staff training in Makaton, Braille and signing if it becomes necessary and appropriate	L	HG
Consider and identify access for disabled students to extracurricular activities	Consider barriers to accessing activities and work with students to consider strategies	L	HG

Strand B: Improving the Physical Environment of the ACADEMY locations

Targets	Strategies	Time Frame	Lead
Improve access arrangements for those with physical disability	Allocate parking space at both locations for disabled access and ensure availability when needed	M	PS
	Strategy to enable wheelchair users to access both locations (eg entry possible via Site manager's entrance)	M	PS
	Audit Site arrangements	M	PS
Staff Training	Ensure better coverage of staff training on specialist equipment	M	HG
	Review of job descriptions for new support staff to ensure that meeting the medical needs of pupils with disabilities is included	M	SQ

Strand C: Improving the availability of accessible information to pupils with a disability

Targets	Strategies	Time Frame	Lead
Improve access for students with visual impairments	Improve awareness of how font size and page layouts can support pupils with visual impairment	M	SQ
	Audit school books/ resources to ensure the availability of large font and easy read texts to improve access in conjunction with more general equalities audit	M	SQ/HG
	Audit signage around the school to ensure that it is accessible to all	M	SQ/ HG