Accessibility Plan
and Equality Objectives

Policy reviewed and approved	Policy approved - July 2021 Plans updated - July 2021
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Date of next review	July 2022
Responsible Officer	Chief Operating Officer

INDEX   **Section**

Accessibility Plan and Equality Objectives

1   Introduction

The following policy is The Ascent Academies' Trust's response to the requirement for schools to have an **accessibility plan**. This is a statutory requirement (see DFE's guidance on statutory policies for schools) and the Trust is committed to ensuring that the principles and actions contained within the policy are enacted in the best interests of all of our students.

The Equality Act 2010[1] came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **"schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation".**

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools/academies must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the Public Sector Equality Duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

Trustees are aware that our accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:
- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the Board of Trustees, who are free to delegate this to a committee of Trustees, an individual Trustee or the Chief Executive. The Trust delegates the approval of this policy to the Chief Executive Officer (CEO) together with approval of the individual academy's plans.

Additionally, where disabled students are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the student's disabilities and any preferences expressed by them or their parents. Liaison with parents/carers and the students themselves is an important part of the Trust's approach.

2   How should an accessibility plan be published?

- The Academy's accessibility plan is a freestanding document.
- It is also available on the Trust's website.

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[1] Equality Act 2010
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

3   What is included in our accessibility plan?

In addition to the Trust's overarching policy, each of our academies publishes its own accessibility plan. The DFE's statutory advice document[2] (2014) makes it very clear that **schools continue to have a duty to produce an Access Plan** which must be implemented.

Our Academy plans reflect their intentions in three areas to:

- Increase the extent to which disabled students can participate in the **curriculum**
- Improve the **physical environment** of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided, and
- Improve the availability of accessible **information** to disabled students.

4   Definition of Special Educational Needs and Disability (SEND)

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years[3] (DfE, 2014 updated 2015) says children have a learning difficulty or disability if they:
- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5   Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

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[2] https://www.gov.uk/government/publications/statutory-policies-for-schools
[3] https://www.gov.uk/government/publications/send-code-of-practice-0-to-25#history

Within our individual Academy plans:

- For each aspect there are targets and actions
- Success criteria are included
- The timescale for completion is indicated
- Resource implications are costed.
- Systems of evaluation and monitoring are included
- Training needs are identified (related to targets).

Our Academies have produced their accessibility plans in line with the Trust's special educational needs policy with the aim of ensuring that our Academies are socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This individual accessibility plans provide an outline of how the Academy will manage this part of the SEND provision.

6   Academy Accessibility Plans;

Academy	Page Number	Approved date	Review Date
Ash Trees Academy	6-9	July 2021	July 2022
Barbara Priestman Academy	10-21	July 2021	July 2022
Hope Wood Academy	22-25	July 2021	July 2022
Portland Academy	26-	July 2021	July 2022

The Accessibility Plans for each Academy are reviewed each term by their Local Accountability Bodies (LABs) and annually by the Standards Board.

Ash Trees Academy
3-year Accessibility Plan 2020-2023

Aim 1: Increase access to the curriculum
Year 1: Remote learning due to COVID restrictions
Year 2: Next steps from the recovery curriculum
Year 3: Widening curriculum opportunities outside of school

Year	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	During first lockdown home learning was established	Expand remote learning • EfL fully rolled out to all parents • PLGs shared weekly with parents (EHCP outcome, activities & assessment) • Teams online sessions • Provide IT equipment • Send home resource packs	All pupils to engage in learning during future lockdowns	SLT		Autumn 2020	In place Autumn 2020, used during Spring 2021 lockdown
	Future Steps OT service employed 2 days a week in school	Adapt OT sensory services to support those not in school during COVID	Sensory programmes in place to allow access to learning	LB	24,000	Autumn 2020	Remote support during lockdown
	SaLT provided by NHS and supported in class	Employ a part time SaLT to work 2 days a week and train a TA as a speech and language assistant	Additional support given outside of NHS allocation to those with communication needs	WC	12,000	Spring 2021	
	Social media presence has promoted parental engagement to share pleasure in photographs of children/learning/experiencing.	School uploading: • Information • Stories from staff • Makaton videos • Photos of children (as shared by parents)	Positive parental engagement via social media – comments, likes, messages.	WC/LB/KM		Spring 2021	Increase in parental engagement

	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 2	Sensory OT services in place to provide 2 days a week on site	Further develop OT services by training ATA staff to provide on-site support	ATA staff able to provide a high level of sensory support	LB	1,500	Summer 2022	
	Well-developed recovery curriculum in place.	Post COVID development of the curriculum	Personalised curriculum in place	KM		Autumn 2021	
	Recovery curriculum opportunities outside of the classroom in designated areas.	A focus on staff: • Organising external visits to support development of prep for adulthood outcomes. • Pupils having learning opportunities outside of the classroom.	Pupils experience a range of contextual situations that support their development beyond the curriculum.	RD/KM	1,000	Autumn 2021	
Year 3	Introduced Preparation for adulthood in year 1 linked to EHCP outcomes	Further develop opportunities for PfA	Opportunities are provided for development of 'lifelong learning'	LB		Autumn 2022	
	Some connections with local businesses and other schools	Make links with local business and mainstream primary schools	Pupils access a variety of experiences outside of school	KM		Spring 2023	

Aim 2: Improve and maintain access to the physical environment
Year 1: RA re COVID and accessibility
Year 2: Develop shared spaces to offer a greater range of learning experiences on site
Year 3: Fully developed outdoor spaces

	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	All personal care areas are fit for purpose	Develop and refurbish remaining changing areas on Bowes including female staff toilets	To create clean dignified facilities to promote independence and high quality self-care.	WC/CB	8,000	Summer 2021	
	Shared resources are available but due to bubble restrictions not all children have access.	Ensure there are spaces and resources available outside of the classroom for children to engage with and work	All children can access timetabled resources to support their sensory	LB		Summer 2021	

		towards EHCP outcomes and wider skills. Timetables needed for shared spaces. In line with government guidance. Cleaning protocols in place.	needs and develop exploration skills.				
	Limited outdoor access due to social distancing & timetable requirements	Access to school field – Rievualx site Ensure field is safe and easily accessible to all	Site checks Fencing made safe Resources to support T&L in place on the field Timetables in place for use	CB CM	500	Summer 2021	
Year 2	All children have an accessible outdoor area.	To make outdoor areas more purposeful and opportunities to use equipment that is intended for outdoor use.	Children will develop motor skills and physical skills with use of a range of equipment.	RD/LB/KM	5,000	Summer 2022	
	There are shared spaces available on both sites inside the building.	Assess that areas are fit for purpose and that children have the opportunity to access the areas and that the areas are appropriate.	Children will develop a range of skills in accordance with their EHCPS though access to sensory resources, soft play and intervention rooms.	RD/LB/KM		Summer 2022	
Year 3	Outdoor areas are maintained and mostly accessible (weather can have an impact)	Eco Schools – school board. Audit of current site. Actions put in place to support improvement of the environment	Outdoor spaces will be clean, purposeful and safe for children to enjoy beyond their designated classroom outdoor area.	LB/AT		Summer 2023	

Aim 3: Support the physical needs of the pupils
Year 1: Ensure staff working with PMLD, are able to support the physical needs of pupils & access to facilities
Year 2: Extend access to the wider community for those who require specialist equipment
Year 3: Review of provision, environment and equipment

	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/Impact
Year 1	A proportion of staff are trained in manual handling.	Train additional staff members in manual handling	Students supported with the physical needs.	LB	1,300	Autumn 2020	Delayed due to lockdown Staff completed training in Spring 2021
	Some staff are trained with regards to medication.	Train further staff members to help support medical needs within the classroom	Students supported with the medical needs.	LB	1,500	Spring 2021	2 additional members of staff training Feb 2021
	Physio room available to complete some activities	Develop the physio room, in conjunction with Future Steps	Create a safe space for sensory and physical development	RD	10,000	Spring 2021	Completed
Year 2	Limited access to the wider world – enrichment / learning in the wider community	Seek funding for transport, in order for pupils to learn and develop skills in the wider world	Pupil able to access the wider community/ amenities, to further enhance development	WC	Fund raising required	Ongoing	
	Pupils access some community activities	Create a bank of accessible places to visit Ensure that at least one visit takes place each term	All pupils access the wider community termly	Phase leaders	1,000	Summer 2022	
Year 3	Current provision is fit for purpose for pupils	Ensure that additional work spaces are fit for purpose Review provision Further develop the environment	All pupils have access to the provision they require	Phase leaders	2,000	Summer 2023	

Aim 1: Review main site traffic flow
Year 1: On-going review of traffic flow based on Covid measures in place
Year 2: Review traffic flow without transport bubbles in place
Year 3: Review traffic build up outside of school

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Taxi and parent/carer drop offs are suitably managed in terms of traffic flow and supervision	Review main site traffic flow to incorporate Covid restrictions with the following measures introduced: Split KS3 and 4 taxi and parent drop off and pick up points at front of building with staggered times and separate entrance/exit for KS3 and 4. Increased supervision on and off taxis with closer disembarking to the building reducing footfall on road. Key stage specific taxis to ensure less movement to get to and from entrance to school.	Reduced numbers of parents/carers/taxis on site at the same time. Reduced numbers of students arriving at the same time. Reduced number of people with footfall outside of vehicles. Reduced queueing of students to get in premises. Reduced distance for students to walk from alighting to being securely in school. Reduced amount of vehicular traffic movement whilst students are walking in to/out of school. Increased staff numbers supervising students on and off taxis/parental pick-ups.	RH, GR, AM		September 20	Pick up and drop off times altered to reflect on-going Covid and student numbers situations – reviewed as the year went on. Staggered parent/taxi times reduced numbers arriving at the same time and reduced traffic flow when students. Challenges with traffic on the road outside of school has meant on-going reviews of how to get students in and out of school efficiently and safely. Very little queueing of students to get in to school. Maximum distance walked by students on a usual day is 10m from car/taxi to school entrance. Increased staff numbers on morning and afternoon to escort students to and from vehicles. One member of staff from each tutor group in addition to usual numbers of staff supervise on Wednesday pm pick-ups due to

YEAR							increased number of taxis present at same time. Parent pick-up times reviewed to ease traffic on-site and in surrounding roads
Year 2	Traffic flow is managed through staggered drop off and pick up times and close supervision of students moving to and from transport	Review main site traffic flow following post Covid bubble transport to ensure flow of traffic is safe both within academy and on Meadowside.	Traffic flow through the academy maintained safely and without bottlenecks at key times that affect other road users and the safety of students	RH, GR, AM		December 21	
Year 3	On-going monitoring of traffic levels outside of academy	Review traffic flow with local authority, St Marys primary and other stakeholders with regards to traffic flow on Meadowside	Maintain safety of all road users in the community creating an acceptable through flow of traffic in the community at all times	RH, GR, AM		July 22	

Aim 2: Ensure Covid risk assessment considers all students and staff in relation to bubbles, movement around school, signage, communication of risk assessment
Year 1: Risk assessments in place and all aspects of risk assessments evident – on-going review
Year 2: Review of Covid risk assessments and monitoring of on-going Covid related situation
Year 3: Review of Covid risk assessments and monitoring of on-going Covid related situation

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	General risk assessment for academy are in place.	Ensure Covid risk assessment considers all students and staff in relation to bubbles, movement around school, signage, communication of risk assessment.	Complete Covid risk assessment. Communication to all stakeholders. All risk assessment aspects in place regarding movement,	RH		September 20	All Covid risk assessments reviewed and updated as new guidance from Government became available. All aspects in place and reviewed in line with Government updates and changing situation

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
			signage, sanitisation, room layout.				Communication to staff, parents/carers and visitors on publishing of new risk assessments. High Staff Pulse feedback on safety in school. Additional risk assessments in place as required – Covid testing in school.
Year 2	Covid related risk assessments in place	Update any Covid related risk assessments as per on-going and updated government guidance	On-going risk assessments related to Covid are updated and communicated in a regular and timely manner	RH		July 21	
Year 3	Covid related risk assessments in place	Update any Covid related risk assessments as per on-going and updated government guidance	On-going risk assessments related to Covid are updated and communicated in a regular and timely manner	RH		July 22	

Aim 3: Ensure all learners have access to remote learning whilst shielding, isolating or during lockdown
Year 1: All learners are able to access full learning opportunities during periods not attending school
Year 2: All learners are able to access full learning opportunities during periods not attending school and planned specific interventions endure expected progress is made
Year 3: Assess the use of modern technology in the delivery of Home Learning

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Lockdown 1 – home learning established through parents/carers accessing work from online folders	Ensure all learners have access to remote learning whilst shielding, isolating or during lockdown.	Remote learning policy in place and followed. ICT available for those students not equipped at home.	CB	£25,000	December 21	Lockdown 2 built on previous home learning. Daily face to face Teams meeting lessons with 94% of students. Those unable to access online learning had physical work packs sent home

			Physical packs of work available where needed. Academic work available after 2 days of absence. All academic work is accessible for all students.				and daily support phonecalls. Full timetable in place. All students requiring DfE laptops received one and accessed online lessons. Whilst at school, students who were ill/isolating/shielding received work packs covering all work in line with guidance.
Year 2	Home learning is firmly established and staff are aware of expectations should further periods of isolation, lockdown or shielding be needed	Ensure all learners have access to remote learning whilst shielding, isolating or during lockdown based on levels of home learning from previous lockdown built upon.	Remote learning policy reviewed and updated if necessary. Work packs and home learning to be in place within specified guidelines	CB		September 21	
		Academic and LP progress is closer to expected levels of progress	Interventions and planned student support continues even if students are isolating, in lockdown or shielding	CB		September 21	
Year 3	Home learning is firmly established and staff are aware of expectations should further periods of isolation, lockdown or shielding be needed	Ensure Home Learning is fit for purpose by including the use of modern, up to date technology to engage students and minimise disruption to learning	The use of modern technology is reviewed and the most appropriate applied to Home Learning with relevant training for staff and students	CB		September 22	

Aim 4: Rooms/areas within rooms adapted to ensure access for students with sensory needs
Year 1: Replenish, renew and build sensory areas to increase sensory integration
Year 2: Development of key stage specific, dedicated sensory rooms
Year 3: Development of outside sensory areas including Forest School

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Basic sensory equipment put in each classroom for students to access allowing them to remain in class to regulate whilst learning. Increased student independence in accessing equipment. Staff trained to use	Rooms/areas within rooms adapted to ensure access for students with sensory needs	Room 13 – sensory area development in side room. Room 8 – sensory area within room. Room 9 – clearing of science equipment, re-decorate room and sensory room development to meet needs of tutor class. Development of new sensory room opposite KS4 toilets. To include fully controllable environment for deep pressure, auditory, vestibular and visual input.	GR, AM	£20,000	Easter 21	Room 13 – area developed Room 8 – sensory area developed and room painted as requested by students Room 9 – area cleared ready for decorating Summer half term Sensory room – equipment in place and handover complete
Year 2	Sensory integration within classrooms allow students to have increased time of regulation	Development of KS area specific sensory rooms	All key stages have appropriate sensory specific areas that students can access easily when required for more intense sensory input	GR, JC	£5000	September 21	
	Sensory integration within corridors allow students to have increased time of regulation	Development of indoor sensory walk	Students design indoor sensory walk to suit needs and is age appropriate but that can change termly to maintain interest	GR, JC	£1000	December 21	
Year 3	Outdoor areas provide areas for sensory regulation use	Develop outdoor areas to include planned sensory regulation areas	Key areas in all outdoor spaces are developed to include marked sensory regulation	GR, JC	£5000	December 22	

			areas including specific equipment				

Aim 5: Development of areas for stimulation during unstructured times
Year 1: Develop KS3+4 outside areas to provide increased accessibility to all areas and therefore increase student engagement with the outdoor areas in unstructured times
Year 2: Re-integrate all key stages in to shared areas of play during unstructured times
Year 3: Develop key areas of structured play for all to be able to access in outdoor areas

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Key stage bubbles dictate areas students access and have equipment to match the area being worked in. Student voice actively promoting development of areas	Development of outside areas for stimulation during unstructured times.	Development of a range of outdoor areas for sensory use. Development of outdoor areas to engage students during unstructured times.	GR, KS3+4 staff	£3000	July 21	KS3 areas have additional equipment, sensory garden and play equipment in place as per student voice request. KS4 areas being developed to make greater use of small garden. Additional play/sport equipment in all key stage areas. New goals for MUGA purchased at request of Student Voice
Year 2	Range of outdoor equipment and activities for each key stage available for unstructured time	Re-integrate all Key Stages in to shared use areas of school with students feeling safe and regulated	All key stages are able to access shared areas of the academy during unstructured times whilst feeling safe and regulated	GR, KS leads	£5000	July 22	
Year 3	Students have access to activities in a range of outdoor areas which they can use for play	Setting up of zones of play which are fully equipped and provide safe, accessible, structured play opportunities maintained by students	Students play a full role in identifying areas, activities and equipment for all students to use in unstructured times which are subsequently	GR, KS leads	£5000	July 23	

		led by students, for students				

Aim 6: Do you work with parent/carers and young people to ensure that the website and social media are presented in a family friendly way?
Year 1: Consult with students and families to check level of accessibility of information on the website and social media
Year 2: Implement changes highlighted by stakeholders to ensure accessibility for all parents, carers and visitors to the academy website and social media
Year 3: Review the sue of technology to ensure modern technology is utilised fully for all stakeholders to access

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Website and social media being used and updated	Work with parent/carers and young people to ensure that the website and social media allow all to access information.	Consult with student voice over content and layout of website. Consult with Friends of BPA over content and layout of website.	GR, DD, RS	£1650	July 21	
Year 2	Feedback from stakeholders around accessibility for website and social media has been collected	Review website and social media to ensure they accessible by all in terms of language, look and options to change to meet needs	Website and social media are fully accessible to all	GR, DD, RS	£3000	Easter 22	
Year 3	Website and social media accessible to all and numbers accessing information has increased	Review (and subsequent implementation of) new media/technology to ensure the academy stays up to date with how people are accessing information	Review use of website/social media use leads to a review of new/modern technology/communication methods with all stakeholders and any subsequent implementation of alternative ways to communicate	GR, DD, RS	£3000	July 23	

Aim 7: Ensure all students communication needs are catered for by all staff
Year 1: Develop and introduce whole Trust Communication Strategy
Year 2: Implement Communication Strategy for all students within the Academy
Year 3: Review tracking and monitoring and progress of students in line with the Communication Strategy

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Range of communication practices in place with whole academy approaches in place e.g. thinking maps	Ensure all students communication needs are catered for by all staff.	Development of Trust Communication Policy and assessment document. Communication needs of students identified. Staff training needs identified and training implemented. Plotting of communication for each student allowing progress tracking.	GR, DD, JS	£1000	July 21	Working group of SALT, Creative Thinking Lead and AHT who meet half termly Trust Communication strategy documentation in place. Whole day whole staff CPD on a range of communication strategies. Monday evening CPD with all staff showing how Communication Strategy is directly linked to students at BPA 1.5 hours additional TA CPD on communication. All staff involved in baselining Academy using Communication Strategy
Year 2	All staff aware of Communication Strategy and have been involved in baselining academy	Implement the Communication Strategy including ensuring all staff are able to baseline and track progress of students. Areas for development highlighted from baseline and acted on	Communication Strategy is fully implemented and progress has been made towards all aspects of strategy being at least established	GR, DD, JS	£3000	July 22	
Year 3	Majority of standards in the Communication Strategy are at least established	Majority of students show progress in communication which can be seen in the communication	Progress is made by a majority of students using the communication assessment document and staff training	GR, DD, JS	£2000	July 23	

		assessment tool and EHCP outcomes.	complements the needs of students across the academy.				
		All criteria on the Communication Strategy to be at least established	All aspects of management, environment, staff and students criteria on the Communication Strategy are at least established		£1000	July 23	

Aim 8: Development of specialist block to ensure fitness for purpose for specialist subjects – Science, DT, animal care
Year 1: All specialist rooms in specialist block to be completed and ready for use/being used
Year 2: All specialist rooms in specialist block to be fully operational and being used regularly by all students
Year 3: All specialist rooms to be fully accessible to all students and up to date with modern equipment

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Specialist block has rooms highlighted for use with Science, DT and Animal care	Development of specialist block to ensure fitness for purpose for specialist subjects – Science, DT, animal care.	All students to be able to access specialist subject rooming. Students to access enhanced opportunities for qualification completion.	RH, AM	£75,000	September 21	Specialist block had to be used as Covid test centre and storage area during Covid bubbles. Science room is installed DT room is installed Animal care room has been installed Areas being cleared and readied for use.

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 2	All specialist rooms are installed and ready for use	All specialist rooms to be in full operation within the curriculum for all key stages	Every student has regular access to specialist rooms to enhance the learning opportunities in the 3 specific subject areas. All students are given the opportunity to access the specialist rooms to enhance love of science, crafting and animals	IB, AP, LC	£3000	July 22	
Year 3	All students access specialist rooms for Science, DT and Animal Care on a regular basis	Review the use of, and equipment needed to maintain accessibility and modern use of the 3 specialist areas	All students have access to age related, modern and up to date equipment, experiments, knowledge and safety features in all specialist rooms.	IB, AP, LC	£9000	July 23	

Aim 9: Improve access to more suitable sports facilities
Year 1: Commencement of re-development of pool area in to specialist PE area
Year 2: Completion of re-development of pool area in to specialist PE area
Year 3: Re-developed areas to be a fully accessed by all students on a regular basis to promote health and well-being for all

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1		Re-development of pool area into a facility that better suits needs including better rebound therapy. Refurbish accessible changing facilities. Redevelopment of gym area in order to better suit	Ability to broaden PE / Dance curriculum. Higher quality accessible changing facilities fosters sense of "investment" and promotes independence.	RH, DA, DW	£250,000	Estimated completion by July 22	Building work commenced March 21

		needs and potentially allow community access. Create opportunities in PE curriculum for enhanced access to more suitable swimming / hydro facilities.	Development of PE and Sport facilities.				
Year 2		Completion of building works to enable year 1 success criteria to be achieved	Increased accessibility for all students to high quality PE resources as per year 1 success criteria				
Year 3		All students access PE and Sport area on a regular basis and redeveloped areas are being used to their fullest	All student have regular timetabled sessions in redeveloped areas and sense of wellbeing and enjoyment of being active is increased	DA, DW	£5000	July 23	

Aim 10: Continued development of 6TH Form building
Year 1: Develop classroom and building environment to allow greater specialist subject accessibility for all students and adhere to health and safety requirements in the building
Year 2: Subject to extension of lease
Year 3: Subject to extension of lease

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Sixth Form is re-located to Thornhill site to provide greater capacity	Continued development of 6TH Form building.	Development of 6TH Form classrooms to specialist areas to meet needs of students. Development of sensory regulation areas within classrooms and specialist sensory area. Development of outside areas to offer	NP	£15,000	July 22	Classrooms have specific equipment to enable more specialist teaching to happen. E.g. IT room, sports room, common room for independence and enterprise. Sensory equipment in each classroom to enable greater sensory regulation within the

			stimulation during unstructured times. Accessible toilet built. Health and Safety/security consideration.				classroom as per whole school focus. Accessible toilet completed.

Hope Wood Academy
Accessibility Plan 2020-2023

Aim 1: To improve building capacity
Year 1: Audit of current capacity
Year 2: Review of use of building
Year 3: Expansion opportunities

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Building has been adapted and changed over past six years in demand to increased capacity	To commission capacity survey to understand current capacity within academy	To have a clear overview of what maximum capacity is within building given changing cohorts of students over last four years	Head	£10k	By July 2021	
	Working with LA has resulted in second site for Sixth Form being gained from Sept 2021	To work with LA to understand demand forecasting for places over next 3 years, utilising internal demographic information and county wide demographic information	The LA and Academy will have a shared understanding of planned demands on academy places for the next 3 years at least	Head	-	By November 2021	

Year 2	Internal works have allowed for sensory spaces to be built within classroom spaces to reduce transitions for pupils	To consider positioning of classrooms to ensure best use of available space in order to meet individual pupil needs	All classes are housed in classroom bases which makes most effective use of available space across the site	Head and DHT's	-	By September 2021	
	Transport procedures from Covid have worked well in limiting pupil transitions in the building	To implement Covid transport procedures on a long term basis to support pupil transitions and access to site	Pupil negative behaviours continue to decrease due to reduction in transition around the building on entry and departure	Site team	-	By September 2021 and to be reviewed termly	
	Building has been adapted and changed over past six years in demand to increased capacity	To work with LA on consider areas of high demands and consider possible other site provision in order to meet demand and ensure all pupils on main site has sufficient basic need capacity in line with current guidance for SEND settings	New site or additional space is sourced and in place by the end of 2021 ready for academic year 2022/2023 operation	Head/ Chief Operating Officer	Cost to academy to be determined within project	By Feb 2022 ready for opening Sept 2022	
Year 3	Building has been adapted and changed over past six years in demand to increased capacity	To audit provision given current pupil cohort and future pupil cohort to ensure academy estate meets the needs of pupils and provides for the highest quality provision to be provided	For facilities to be available within or very close to each classroom base - - sensory space - bathroom spaces - break out spaces - storage space - welfare facilities for pupils - welfare facilities for staff - car parking facilities - social and recreational facilities	Head/ Chief Operating Officer	Cost to academy to be determined within project	By Dec 2022	

Aim 2: To ensure all stakeholders are engaged in academy life through effective communication strategies
Year 1: Ensuring all communication to parents meets their individual communication preferences
Year 2: Ensuring embedding of communication strategy for students
Year 3: Reviewing whole school communication to ensure all stakeholders engaged

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Staff currently access training around communication and have a basic understanding of the communication needs of students in their class, there are some inconsistencies in current practices across school.	Appointment of SALT assistant will support with roll out of communication strategy and aid developing staff confidence in meeting pupil communication needs	Joined up approaches is evident across the Academy with a clear link to the communication strategy. All students make progress as a result of staff confidently using the appropriate communication approach.	DHT Pastoral	£25k	By Summer 2021	
	Support staff have an individualised programme of training which includes areas of communication	Wednesday afternoon CPD sessions continue to focus on links to Communication strategy and developing staff understanding of primary need as well as preferred communication needs.	Daily classroom practice demonstrates the communication strategy is being implemented and staff are gaining confidence in the use of different strategies	DHT Pastoral Dept Leads Lead Practitioners		By July 2021	
	Parental engagement through Covid lockdowns increased significantly through use of a number of different medias	Continued with targeted strategies to increase parental engagement by ensuring communication methods are accessible and met individual parent needs	% of parents engaging with school and attending EHCP reviews increases year or year	DHT Pastoral Dept Leads		Ongoing	

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 2	Communication strategy has been developed and rolled out across the Academy.	Ensure that the resources and strategies are appropriate to the Pathways in line with the Communication strategy	Students communicate consistently using communication strategies which meet individual needs	DHT Pastoral SALT assistant	£35K	Feb 2022	
	Environmental changes support communication needs	Continue to audit and adapt environments in order to meet best practice in relation to meeting communication needs	Students communicate consistently using communication strategies which meet individual needs within environments which are conducive to communication needs	DHT Pastoral SALT assistant	£50k	July 2022	
	Communication strategy has been developed and rolled out across the Academy.	A second cohort of colleagues across school to be trained in Elklan	More colleagues have a more detailed awareness of communication needs and a group of champions embeds effective strategies across school	DHT Pastoral	£10k	July 2022	
Year 3	Increase in parental engagement by using different medias	Review communication strategies and engagement of parents, reviewing current offer of home/school communication	% of parents engaged with school increases further	DHT Pastoral Pastoral team	£2k	Dec 2022	
	Communication strategy has been developed and rolled out across the Academy.	Review of communication strategy deployment and effectiveness in students communication	All students make notable progress within their communication which in turn positively impacts academic outcomes	DHT's	-	July 2023	

Portland Academy
Accessibility Plan 2020-2023

Aim 1: Increase access to the curriculum
Year 1: Remote learning
Year 2: Promotion and extension of current curriculum (PW 2)
Year 3: Development of further work experience

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
YEAR 1	Some students are able to access learning from home via IT equipment or by paper-based learning packs	Ensure all students who could use technology have the appropriate equipment in their homes. Provide laptops for those that need them. Continue printing and delivering packs to those students who learn best though this media.	All students can engage with remote learning activities when not in the academy due to Covid 19	GM	Dfe supply of laptops £1000	July 2021	
	Teaching by virtual learning has successfully been delivered through DT and music lessons and teachers have taught individuals and groups via MS Teams.	Ensure that a platform is provided for parents to share work more effectively with school through online platforms.	School can continue to assess student progress more effectively through online strategies.	GM	0	July 2021	

	Some students and their families are accessing social media to further their engagement in remote learning activities	Ensure further engagement, particularly in reading, from students and their families within the academy's social media platforms. Share stories/reading materials at an age-appropriate level for each pathway within social media presented by staff.	Family engagement within remote learning is deepened through social media and whole school communications are shared more effectively.	GM/KH	0	July 2021	
Year 2	Pathway 2 Curriculum currently caters for the largest group of our students, most of whom have SLD and/or Autism. Although bespoke, there is growing need to ensure that the curriculum offer to these students is further individualised to their needs.	Split Pathway 2 into 2 clear sections – pathway 2a (explore) and pathway 2b (discover) with unique topic coverage bespoke for each pathway learner.	Student engagement in learning increases through a range of more appropriate topic titles and pedagogy.	GM	£200	December 2021	
	Most learners will continue at Portland into 6th form and achieve accreditation in English and Maths at Pathway 3. Some accreditation is offered to learners in KS4 based on options chosen to supplement foundation subjects.	Ensure that accreditation within KS4 in maths and English meets the needs of those learners who do not remain within 6th form in Pathway 3.	All learners in pathway 3 are offered an accreditation which meets their Maths and English needs prior to the end of KS4.	GM	£200	December 2021	
	Assessment systems are clearly aligned with pathway 1 and 3 curriculum. Pathway 2 assessment is still broad and doesn't always ensure an adequate reflection of progress for pathway 2 learners.	Clear assessment routes and rationales developed for Pathway 2 students so that they are able to make progress relevant to their starting points in a manner which can be appropriately measured.	All students make good progress	GM	£500	July 2022	

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 3	Established links with a range of businesses offering placements. Many opportunities for in-house work-related learning and enterprise projects.	Widen network to include greater range of job sectors which are accessed by all pathways and key stages Further develop and establish inclusive working environments on the school premises: allotment, pamper pod. Develop a Trust business which is run by students.	Students practise employability skills and are prepared for the world of work upon leaving PA. Student aspirations and self-esteem are increased and they can express their realistic hopes for the future.	KH	£200	July 2023	

Aim 2: Improve and maintain access to the physical environment
Year 1: RA re COVID and accessibility
Year 2: Entry system that is accessible for all students in the 6th form

Aim 2: Improve and maintain access to the physical environment
Year 1: RA re COVID and accessibility
Year 2: Entry system that is accessible for all students in the 6th form
Year 3: Develop curriculum spaces

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	RA in place to ensure the safe movement of students and staff around the building. COVID transmission within the school building is very rare	Review the RA in line with any updates from government. Ensure all sanitiser dispensers are replenished as required. Share RA with all staff and any updates regularly.	Transmission of COVID continues to be rare	KH	£1000	July 2021	
	Class bubbles are set up with low numbers to enable some social distancing	Review the student access to school on a weekly basis in line with classroom numbers	Transmission of COVID continues to be rare	GM	0	July 2021	
	Test centre is already in place and is working effectively for the smaller number of both staff and students.	Ensure the test centre is accessible for all in line with the COVID RA. All those who can access a test are supported to do so.	Transmission of COVID continues to be rare	SM	Gov. supplied equipment £500	July 2021	

	Sensory assessments have been completed and appropriate equipment and resources has been purchased.	Audit the current stock of sensory regulation equipment and resources. Sensory assessments carried out where appropriate. Seating assessments carried out where appropriate. Purchase what is required.	Students are regulated and able to access the environment within school.	SM	£4000	July 2021	

Year 2	6th form currently have their own entrance that they successfully access supported by staff.	Purchase a door entry register system. Students to swipe in using an electronic system.	Increased independence and skills for the preparation for a work environment after leaving school.	SC	£5000	July 2022	
Year 3	Current classrooms are fit for purpose for the current cohort.	Audit the academy facilities and rooms in line with the EHCPS and the needs of new students. Further develop the environment across the academy for all students. Such as setting up more specific classrooms for those with ASD or high physical needs. Purchase appropriate furniture and equipment as required.	All students will benefit from the appropriate classroom set up and available equipment.	SC/SM/GJ	£5000	July 2023	
	Grounds are currently fit for purpose for the current cohort of students.	Review the grounds and explore more options to increase accessibility.	Broaden experiences for students with complex needs. Increased physical opportunities.	SC/GJ	£5000	July 2023	

Aim 3: Improve the delivery of written information for students
Year 1: Remote learning
Year 2: All staff trained in the wider communication needs
Year 3: Development of displays around school

YEAR	Current Good Practice	Action	Success Criteria	Person responsible	Cost	Timescale	Review/ Impact
Year 1	Staff are providing remote learning via both school website and via Microsoft Teams and social media for families to access.	Teaching assistants to support with the delivery of written materials using Communicate in Print information	Students make expected progress as able to successfully access the learning.	GM/JN/EV	£200	July 2021	
	Staff currently access training as required and have a good understanding of the communication needs of students in their class.	Appointment of a Grade F to support the roll out of the communication strategy. Support with the curriculum access for those needing a more bespoke approach. Work with the NHS SALT team.	Joined up approach is evident across the Academy with a clear link to the communication strategy. All students make progress as a result of staff confidently using the appropriate communication approach.	SC/SM/EV	£20,000	February 2021	
Year 2	Communication strategy has been developed and rolled out across the Academy.	Ensure that the resources and strategies are appropriate to the Pathways in line with the Communication strategy eg AAC and communication aids	Students successfully use the communication resources to access the curriculum and make progress.	SM	£500	July 2022	
	Training courses have been completed as part of the CPD plan and is updated according to Academy need and development.	Staff training for all in line with the communication strategy and student needs.	Staff are confidently supporting the students using a range of communication approaches and strategies.	SM	£2000	July 2022	
	Visual supports are in classrooms and there is	All classrooms have consistent and effectively used communication supports.	Students successfully use the communication resources to	SM	£500	January 2022	

	increased SALT input into the academy.	Monitor the use of visual supports.	access the curriculum and make progress.				
Year 3	Tactile objects, photographs and symbols are used to display information and student work to support accessibility	Staff training on creating effective displays Displays to be interactive and incorporated into engaging teaching and learning e.g. drawing students in to investigate further, showing ongoing results within a curriculum area Showcasing photographs to be non-stereotypical and non-discriminatory Student council to take ownership of identified areas: prominent boards, library, IT suite	The environment fully shows the diversity of PA and its values to the wider school community and visitors Students have access to information in a suitable format	SM/KH	£1000	July 2023	