



## **Isaac Newton Accessibility Plan 2018-19**

### **Introduction**

This plan identifies the ongoing actions of the Governing Body of ARK Schools to increase access to education for pupils in the following three areas:

- increasing the extent to which disabled students can participate in the school curriculum
- improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for students who are not disabled.

Each school within the network will develop individual plans in line with this plan which will be fully supported and resourced by the Local Governing Body. Each plan will be reviewed annually and should be read alongside ARK Schools Disability Equality Policy.

### **Vision and Values**

ARK Schools is committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best taking into account their education, physical, sensory, social, spiritual, emotional and cultural needs.

ARK Schools aspires to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth of the opportunities we provide.

ARK Schools is committed to developing a culture of awareness, tolerance and inclusion within our schools.

### **Information from Pupil Data and School Audit for Isaac Newton Academy**

The audit conducted by the Leadership Team in Isaac Newton Academy confirms that the following practices are in place:

#### **Curriculum**

- Data is obtained on students to facilitate advanced planning, including students transferring from other schools.
- Established procedures are in place for the identification and support of pupils with Special Educational Needs.
- Detailed student information is given to all relevant staff.
- Regular home/school liaisons are in place, including a home visit prior to entry (Reception and Y7)
- A differentiated curriculum is in place to enable all students to feel secure and make progress.

## **Teaching**

- Learning Assistants are deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy.
- Special considerations are in place for students taking part in tests e.g. adult readers, extra time and quiet spaces provided where necessary.
- Strong links are developing with outside support agencies.

## **Physical Environment**

- The Academy's buildings and accommodation are fully DDA compliant.
- There are wide access doors from the corridors into all classrooms.
- There is a schedule of regular evaluation of the school site for accessibility.

## **Information**

- Information is provided to students with a disability and their parents/carers through one-to one meetings with the SENCO, Lead LA or DHT (Primary)
- The Academy makes good use of the skills of external agencies to support work with students and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the student to participate fully in the life of the school.

As a school, we have set the following priorities for the development of information and data to support the Academy's accessibility plan:

- conducting an annual audit of the schools' strengths and areas for improvement in working with members of the school community who are disabled
- considering the impact on members of the school community who are disabled of the way the Academy is organised.

## **Management, Co-ordination and Implementation**

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our Academy development planning process, the progress of which is monitored termly by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

## **Publication**

The Academy makes its accessibility plan available in the following ways:

- a copy is provided on request from the school office
- a copy is issued to all parents/carers of disabled students
- the full plan is available in a variety of formats, e.g. large print;
- A copy is on the school website.

**Senior Member of Staff Responsible:** Jo Spencer (Interim Principal)

**Designated Member of Staff:** David Wilson (SENCO)

**Governor Responsible:** Gerard Griffin

**Plan Agreed:** June 2018

**Isaac Newton Academy**

**Accessibility Plan Section A – Improving Access to the Curriculum**

| <b>Target</b>  | <b>Action</b>   | <b>Responsibility</b>   | <b>Time scale</b>                                 | <b>Review Date</b>  | <b>Resources</b>                 | <b>Outcomes</b>  | <b>Evaluation of Impact</b>  |
|--|---|-------------------------|---|---|----------------------------------|--|--|
| Ensure that teaching and learning across the curriculum reflects equal opportunities for all students with a disability. | Planning and Teaching includes opportunities to ensure the physical diversity of society is represented.            | DW (AP)<br>GMJ (DHT)    | Ongoing as per deadlines for new SoLs.            | (Each SoL is reviewed by the SLT line manager prior to delivery.) | Leadership Team monitoring time. | All students are able to fully access the curriculum in all areas. | All students with SEND have been able to participate in all trips open to them. Modifications are made on a case by case basis with a designated adult assigned to students where the possibility of individualised return to school might be necessary. |
|  | Ensure all classrooms have accessible furniture and equipment for all disabled students.                            | DW<br>GMJ (DHT)         | DW to review SoLs annually.                       |   |                                  |  |  |
|  | Ensure escorting procedures for supervised feeding are well established within the SEND team.                       | Lead LA<br>GMJ (DHT)    | Half termly review of learning support timetable. |   |                                  |  |  |
|  | Ensure Teaching /Learning Assistants are deployed effectively to ensure curriculum access across all subject areas. | DW/Lead LA<br>GMJ (DHT) |   |   |                                  |  |  |
|  |   |                         |   |   |                                  |  | All classroom are suitably modified to ensure all learners are able to access them consistently.<br><br>LAs are deployed prioritising need   |

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| Ensure that the curriculum is differentiated appropriately to take account of all individual students' learning needs.       | <p>Staff to ensure planning is differentiated to consider the learning needs of all.</p> <p>Specific details regarding curriculum access to be logged on Digital Planners/Lesson Plans.</p> <p>Teaching/Learning Assistants allocated to support students with physical needs in practical subjects.</p> <p>Evaluate provision for children with SEND through S and D activities of new SoLs and Digital Planner review.</p> | <p>DW (AP)<br/>GMJ (DHT)</p> <p>Teachers</p> <p>DW/Lead LA<br/>GMJ (DHT)</p> | <p>DW/GMJ to review SoLs annually.</p> <p>Half termly review of learning support timetable.</p> | Ongoing, in line with the generation of new SoLs. | Meeting & planning time.  | All students are able to access the curriculum, which is matched to their needs and make excellent progress as a result. |  |
| Ensure staff receive advice and training to maximise curriculum access for students with physical and learning disabilities. | <p>Generate and implement appropriate CPD for staff.</p> <p>Hold teacher conferences to</p>  | DW (AP)<br>GMJ (DHT)   | Ongoing, notices to be presented during morning briefings                                       | Evaluation of CPD.                                | <p>Staff meeting time. CPD time.</p> <p>SLT/SENCO - AP time</p> | Staff are increasingly aware of and are able to meet the needs of students with regard to accessing the curriculum.      |  |

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|   | discuss updates and changes affecting students with physical or learning disabilities in order to raise awareness of effective strategies.   |                                | and via email communication.<br><br>Training to be delivered through CPD/ teacher conferences. |  |  |  |  |
| Improve student awareness of disability issues.                             | Raise awareness with tutor groups and year groups about disability issues.<br><br>Disability equality issues are incorporated into the curriculum.<br><br>Maximise use of PSHE/BRIDGES time to promote equality issues incorporating with Growth Mindset approach. | DW (AP)<br>LAJ/JL<br>GMJ (DHT) | Termly   | Termly                                 | Tutor/ assembly time<br><br>Staff meeting time | Students demonstrate a good understanding of disability issues and disabled students feel fully integrated |  |
| Develop a range of learning resources that are accessible for students with | Subject leaders to review resources.<br><br>Purchase ICT and   | DW (AP) & LAs<br>GMJ (DHT)     | Review need for resources at each PLP  | Annually or during planning phases for | Department meeting time –DW to advise          | All students with disabilities have access to curriculum materials required to                             |  |

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| different disabilities.  | generic resources to support the learning of all.                                      |           | review point, termly. Liaise with HODs during the generation of new SoLs.                            | new SoLs in collaboration with HoDs. | HODs<br>SEND/<br>subject<br>department<br>budget | access the learning.  |                                    |
| Plan enrichment and out of school activities to ensure the participation of the whole range of students. | Review all out of school provision to ensure compliance with legislation.              | DW and KC | Ongoing as and when educational visits are organised, annual review of enrichment programme with KC. | September 2018                       | Enrichment Coordinator meeting time.             | Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All students to have the opportunity to engage in at least one enrichment activity of their choosing each week. |                                    |
| Provide a fully accessible school for disabled students  | Access plans for individual disabled students are reviewed as part of the PLP process. | DW (AP)   | September 2017 and ongoing as part of termly review.   | September 2018                       | Planning time                                    | School retains full compliance with the Disability Discrimination Act 1995, enabling all disabled students to access all areas of the school.   |                                    |
| Ensure all students with physical  | Review personal emergency  | DW (AP)   | Sept 2017  | 1 <sup>st</sup> week of each term.   | Planning time                                    | All disabled students are able to evacuate  | Done. Rameez is fully aware of how |

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| <p>disabilities are able to evacuate the building safely or move to safe areas within the school, protected by fire doors (as directed by the Fire Safety Officer).</p> | <p>evacuation plans (PEEP) for all disabled students</p> <p>Distribute PEEP plans to teachers and Learning Assistants to ensure full awareness.</p> <p>Display PEEP plans in classrooms.</p> |  |  | <p>Review to be initiated when any significant information from family or professionals indicating a change in physical condition is presented.</p> | <p>1-1 practice time with affected students</p> | <p>the school building or move to safe areas within the school during fire alarms (as directed by the Fire Safety Officer)</p> | <p>to manage the communication systems during a fire alarm.</p> |
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### Accessibility Plan Section B – Improving Communication and Information Sharing

| Target  | Action   | Responsibility | Time scale  | Review Date          | Resources | Outcomes  | Evaluation of Impact  |
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| Parents/carers are consulted about the content of the accessibility plan. | <p>Arrange for time to discuss the plan with parents during Send copies of the document to parents/carers of children with disabilities for consultation.</p> <p>Invite parents/carers into school for discussion.</p> | DW (AP)        | <p>End of November 2017 (during SEND parental consultation evening)</p> <p>Annual Reviews</p> | End of December 2017 |           | Parents/carers are informed and have an input.  | The accessibility plan is referenced during Annual Review meetings – parents have little prior knowledge regarding the plan and feedback is often minimal or non-existent. DW would like to send out a copy of the plan to parents in Summer 2 to meet this target. |
| Parents/carers are informed about the progress of the accessibility plan. | Report on the progress of the plan to be made annually to parents.   | DW (AP)        | Annual review   | End of December 2017 |           | Parental voice is incorporated into the development of the Accessibility Plan and awareness of its aims and outcomes is heightened. | Opportunities for feedback regarding the above to be included in the letter   |



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