



KING EDWARD VI  
SHELDON HEATH ACADEMY

## Disability Access Plan 2016 – 2019

### Aims

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- To improve the availability of accessible information to disabled pupils.

Objectives/ actions	Outcomes (impact)	Monitoring and evaluation	Timescale	Lead
Ensure adequate spaces for disabled parking.	Reasonable access.	Analysis of usage. Feedback.	October 2016	ZR
Communicate to stakeholders the arrangements for access.	Access to the site improved.	Analysis of usage. Feedback.	August 2016	JPA/ZR
Offer all entitled staff the opportunity to access a review of needs.	Improved working environment for colleagues.	Staff feedback.	On-going	JPA/KT
Secure student feedback through one on one meetings and invite parents.	Actions based on stakeholder views.	Refined actions based on feedback.	On-going	LAC
Emergency and evacuation systems inform and include all students and are accessible to ALL pupils, including pupils with SEND.	Student and staff safety.	Fire drill feedback.	On-going	JPA/ZR
Appropriate emergency and evacuation arrangements in place for students/staff with temporary mobility issues.	Student and staff safety.	Fire drill feedback.	On-going	AM/JAS/MJB
MONITORING TO IDENTIFY POTENTIAL NEEDS				
Objectives/ actions	Outcomes (impact)	Monitoring and evaluation	Timescale	Lead
Review SEND provision to ensure early identification and support.	Additional needs promptly identified and support is timely and effective.	Provision map, student reviews, parental feedback.		
To look at potential intake for following term/year to identify training needs.	To provide access training relevant to whole Academy and individual student needs.	Provision Mapping to establish range of provision offered and	Annually, by June	ARB

	Analysis of assessment relating to progress of students with disabilities.	to identify potential gaps in provision.		
Staff training in disability awareness to reflect diverse needs of students within the Academy & anticipatory duties. Reflect identified areas of need in lesson planning and delivery.	Improved access to curriculum for all students. Review provision and needs, continue to identify training needs. Students with disabilities are making adequate and sustained progress.	Monitoring of student profiles and their impact on student progress.	Termly	ARB/KT
All staff have high expectations of all students and seek to remove all barriers to learning and participation.	All students make good progress and fully participate in Academy life.	Monitoring of progress data.	Half termly	ARB/KT
Classrooms are optimally organised for disabled pupils. Identify needs & actions for future improvements.	Appropriate use of resources for diverse needs of pupils with disabilities.	Learning climate walks.	Termly	JMA
Lessons are responsive to student diversity and provide opportunities for all students to achieve. All staff recognise, and allow for: <ul style="list-style-type: none"> <li>• The mental effort expended by some disabled pupils e.g. slow writing speed for dyslexic pupils.</li> <li>• The additional time required by some disabled pupils to use equipment in practical work.</li> </ul>	Inclusive provision that ensures engagement and enjoyment in learning; students make at least expected progress.	Lesson observations & data tracking analysis.	Termly	ARB/JMA
Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations e.g. in mock examinations.	Ensure students needing concessions identified as early as possible.	Review of SEND provision.	Termly	ARB
To review regularly, and at least annually, all areas of the Academy, in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.	Full physical access to the curriculum.	Walkthroughs, learning climate walks.	Termly	JAS/JMA
Prioritise student participation in school activities. Ensure student activities are accessible to all students. Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot	Increased participation in school life for students with disabilities.	Participation monitoring.	Termly	ARB/MJB

participate in all forms of physical education. School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment.				
Ensure access to computer technology appropriate for pupils with disabilities.	Access to computer technology is appropriate for students with disabilities.	SEND review meetings, staff feedback.	On-going	ARB
Ensure that access to buildings and site can meet diverse needs. Accessibility & clarity of signs around school. Clear identification of room functions. Incorporate accessibility into any proposed structural alternatives.	Building remains fully accessible.	Walkthroughs.	Termly	JAS/JPA
Disability and equality are parts of the PSHE curriculum.	Academy values embedded to students and staff – respect, empathy, etc...	Formal/informal observations of interactions, bullying log, etc.	On-going	MJB
Availability of newsletters and school documents in alternative formats: <ul style="list-style-type: none"> <li>• Large print &amp; audio when required.</li> <li>• Text.</li> <li>• E-mail.</li> </ul>	Information to pupils with disabilities and parents / carers will be improved.	Parental engagement feedback.	Termly	MJB/ARB