

Action plan: Evolve Academy

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Evolve Academy offers a differentiated curriculum for children of all abilities and uses differentiated resources to ensure certain pupils are able to access the curriculum fully</p> <p>Individual pupil outcomes (as identified on MSPs and EHCPs) are also carefully planned for to ensure all pupils access a broad and balanced curriculum appropriate to their needs.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Pre-referral information collation to ascertain current attainment. Arrangements for working with other agencies should be pursued between school and all stakeholders so that all information is shared and collective responses to need are established. Judgment made to appropriate group placement. Bespoke curriculum offer available.</p>	<p>Appropriate CPD opportunities for all staff, organized by SLT or individually by staff following identified training needs in Performance Management reviews.</p> <p>Cascading of information following CPD to relevant department staff/individuals.</p>	SLT Line Managers Staff SENDCo	<p>Ongoing throughout academic year.</p> <p>Annual Performance management cycle to be observed</p>	<p>Staff are up skilled, reflected in audits, Learning Walks and observations.</p> <p>Improved pupil outcomes.</p>

	<p>Curriculum resources include examples of people with disabilities.</p> <p>Pupils are grouped sensitively according to their academic and SEMH needs.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed at least annually but in reality, it is dynamically reviewed for each new referral to ensure it meets the needs of all pupils and accurately reflects the ever-changing cohort.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment has some adaptations to cater to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps 	<p>Site manager and external contractors to review physical building and access points at least annually.</p> <p>Weekly staff briefing to include Health</p>	<p>Regular Health and Safety audits undertaken to identify good practice and areas for improvement.</p>	<p>SLT Line Managers Staff SENDCo Health and Safety Officer</p>	<p>Ongoing throughout year.</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p>

	<ul style="list-style-type: none"> • Corridor width to accommodate wheelchair users. • Disabled parking bay • Disabled toilets and changing facilities <p>We endeavor (given the existing physical reality of the building) to provide transportation into school via appropriate methods (taxi/taxi with wheelchair access if required and two school minibuses to facilitate independent travel)</p> <p>Access to all areas is clear and unobstructed.</p> <p>All classrooms and work areas provide enough space for all pupils with disabilities to move about freely and ensure that toilet facilities are within proximity and are accessible and usable.</p> <p>Clear signage throughout the building to direct and inform.</p>	<p>and Safety updates to highlight and report known issues, which are then to be passed on to site manager.</p> <p>Seek advice from external agencies in relation to specific needs of pupils following referral to ensure compliance and reasonable adjustments are implemented.</p> <p>Daily visual inspection of work areas by staff teaching within to ensure unobstructed access to resources.</p>	<p>SENDCo to assess pupils with EHCPs and need for transport funding</p>			<p>Staff have relevant knowledge of children in their class and can adjust teaching and learning styles according to the pupil profiles.</p>
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	Some pupils have specific equipment and setting arrangements which have been implemented in mainstream setting. We ensure a smooth transition occurs in July or upon referral mid-year to new classes and implement existing ways of working.	Arrange meeting to focus on accessibility for children with a range of learning/ behavioural / needs.				
Improve the delivery of information to pupils with a disability	<p>Staff are welcoming and regularly invite parents and visitors into school.</p> <p>Staff have high expectations while remaining realistic about written responses and are attuned that pupils can sometimes demonstrate rather than explain.</p> <p>Tasks are repeatedly explained / presented in different ways to groups and individuals.</p> <p>Use of visual timetables to help sequence daily activities.</p>	Improve communication at reception area	<p>Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e.g.' child trust, SENDIAS,</p> <p>Have school prospectus available in different languages.</p> <p>To review whether a TV welcoming parents and visitors with LIVE twitter feed and interesting</p>	<p>SENDCo</p> <p>SLT</p> <p>Business Support Officers</p> <p>All staff</p>	ongoing	<p>Pamphlets on display</p> <p>TV up and working</p> <p>Prospectus translated.</p> <p>Improved accessibility to information for all stakeholders.</p>

	<p>Staff enable all pupils to show interest, knowledge and skills despite possible difficulties with communication.</p> <p>Staff are vigilant in looking for signs of failing confidence and low self-esteem and offer timely support where needed.</p> <p>Staff challenge negative attitudes in other pupils.</p>		<p>events displayed, including BBC news feed is viable.</p> <p>Appropriate CPD opportunities for all staff, organized by SLT or individually by staff following identified training needs in Performance Management reviews.</p>			
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storey building (with 2 storeys in main building leading to pupil common room area and kitchen. Accessed via steps	Annual inspection of all spaces to ensure condition of stairways is maintained.	Site Manager	Annually
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All Evolve Academy staff	Daily observations
Parking bays	2 designated disabled bays 2 minibus spaces	Staff and visitors to ensure that they park appropriately in marked bays and ensure disabled bay is left available for those who require it.	Site manager All staff All visitors	Ongoing daily observations
Entrances/doors	3 accessible entrances to the site, all electronically/magnetically fobbed for security. Only staff have access fobs.	Annual inspection (minimum) of all fobbed doorways to ensure correct operation. Mechanical failures/issues to be raised at weekly staff meetings under Health and Safety or Site manager	Site manager/external contractor All staff Site Manager	Annually at minimum When faults arise

	Wide enough to accommodate wheelchair users.	When doors need replacing they will need to have handles at accessible height for wheelchair users.		
Ramps	There is one ramp leading to the pupil entrance at the front of the building	Annual inspection of surface to ensure wear and tear is minimized. To be kept clear of obstructions.	Site manager Site manager/all staff	Annually at a minimum Daily checks
Toilets	Five toilet rooms with appropriate signage: 1 Visitor, female toilets, male toilets (all main building)		Cleaning staff Site manager	Daily
Reception area	Accessed via a ramp leading to a fobbed door (for staff) or bell for visitors.	Business Support Staff to ensure all documentation is checked and correct lanyards distributed. Ensure all staff and visitors sign in and out and are made aware of Fire Evacuation procedures, DSLs within school and other relevant information pertaining to visit	All Business support located in main reception	Daily
Internal signage	New signage commissioned for all key areas around the site, both internally and externally.	Ensure that all signage is maintained and any deterioration reported	Site Manager	At least annually and when reported throughout the year.

<p>Emergency escape routes</p>	<p>3 identified fire escape routes located across the site and clearly labelled. Floor plans in key positions clearly identify nearest exit to use.</p>	<p>Ensure that all fire escape signage and routes are maintained and kept clear of obstacles. Issues with any of the fire doors or signage to be reported to site manager</p>	<p>Site Manager All staff</p>	<p>At least annually and when issues are reported.</p>
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