

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

Aim	Current good practice	Objectives State short, medium, long term.	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The curriculum is adapted to the needs of pupils as required.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Pastoral support • Consistent use of symbol signage throughout building • timetable adaptations- visual timetables • Small specialized adaptations to common equipment -Changes in seating plan, grips, seat tensioners, writing slopes etc. • Teachers using planning from other year groups than is typical for a pupil of a similar age to ensure appropriately challenging learning • Use of digital technologies to support access e.g. visualizers, iPad, laptop, interactive screens • Use of access arrangements for assessment/National tests 	<p>Short: Maintain and ensure all support plans meet the current needs of learners, both pastoral and educational</p> <p>Medium: Account for termly progress of pupils and ensure appropriate levels of challenge</p> <p>Long: Ensure provision adapts and reflects the changing flux of pupils needs and invest in the appropriate equipment, resource and training to meet the need</p>	<p>Consult sensory support team as appropriate</p> <p>Consult Speech and Language support team as appropriate</p> <p>Consult Educational Psychologist support team as appropriate</p>	<p>SENd-Co HT CT</p>	<p>Cycle and routine</p>	<p>Pupils make appropriate progress in learning</p>

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	<p>Reasonable adjustments are made to any afterschool club or out of school activity to enable participation. This will be linked to an assessment of risk</p> <p>Routine termly communication/meetings with parents to ensure effective shared understanding between home/school</p> <p>Regular and routine staff training to match the contextual needs of the pupils in school including:</p> <ul style="list-style-type: none"> • Access to courses • SENco support to teachers • Online SEND/EAL resource access • Strategic deployment of staff • Strategic deployment of support interventions, E.G. Lego therapy, Welcom, Race to English 					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes: The approach and car parking is convenient, routes are wide enough and visual signage is clear.</p>	<p>None</p>	<p>None</p>	<p>N/A</p>	<p>N/A</p>	<p>Car parking is accessible to all.</p>

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	<p>The building is within convenient distance of a highway, public transport and convenient car parking.</p> <p>There is a disabled parking bay which is clearly marked.</p> <p>Staff are permitted to park in the school carpark and parents have permission to park in the neighbouring leisure centre.</p> <p>Routes and external level change are ramped and are suitably graded, surfaced and fit for use. Alternative steps are marked with a high contrast</p> <p>Entrances including reception have doors that are clearly distinguishable, permit passage for both double buggies and wheelchair users.</p> <p>Door furniture can be used at both standing and seated height and can be easily grasped.</p> <p>Floor surfaces are slip resistant and firm for wheelchair manoeuvre.</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>	<p>Steps are clearly visible to all.</p> <p>Main entrance is accessible to all.</p>
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	<p>Reception is suitable for approach from both standing and seated positions.</p> <p>The door is power operated and security- protected and within easy reach of people with sensory or mobility impairments.</p> <p>Reception is fitted with a hearing induction loop system</p> <p>Horizontal movement and assembly- Corridors are wide enough for a wheelchair user to manoeuvre.</p> <p>They are free from obstruction and this is visually checked daily.</p> <p>Turning space is available for wheelchair users and floor surfaces are suitable for manoeuvre.</p>	<p>Although an induction loop is in situ in the hall it is currently out of order. Induction loop system needs fixing.</p> <p>None</p>	<p>Raise issue at FM meeting. Follow up the repair.</p> <p>None</p>	<p>Headteacher</p> <p>N/A</p>	<p>Next FM meeting 2018 Action complete and induction loop fixed.</p> <p>N/A</p>	<p>Horizontal movement can be made by all.</p>
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	<p>Directional fire escape signage is in place and can be seen from both sitting and standing levels.</p> <p>The assembly hall has an induction loop.</p> <p>Doors are readily distinguished and serve both a functional and safety purpose.</p> <p>Clear opening width permits wheelchair access and handles are at a sufficient height for standing and sitting and easily operated.</p> <p>Door mechanisms are checked regularly.</p> <p>Lavatories- WC provision is made for people with disabilities, there are two suitable disabled access W.C.s. Both have slip resistant floorings which are easily distinguished from their background.</p> <p>Ambulant disabled people can manoeuvre and raise themselves in standard cubicles.</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>	<p>Doors are functional for all.</p> <p>Lavatories can be used by all.</p>
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Queens Road Academy Action Plan

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	<p>Wheelchair approach is free of steps/narrow doors and obstructions.</p> <p>Fittings are easily reached and operated and lights are on sensors, hand washing and drying facilities are within reach of someone seated on the W.C.</p> <p>Grab rails are fitted in appropriate positions to facilitate use of the W.C. and the manoeuvring area is free of obstruction.</p> <p>There is an emergency call system in place and someone designated to respond.</p> <p>Fixtures and fittings- Lunchtime counters are accessible to all users.</p> <p>It is possible for people with disabilities to serve as volunteers.</p> <p>Display and bookshelves are visible and accessible for people with disabilities.</p>	None	None	N/A	N/A	Fixtures and fittings are accessible to all.
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	<p>Eating and meeting spaces allow for use by wheelchair users and other people with disabilities.</p> <p>Means of escape- All final exit routes are accessible to all including wheelchair users, as are the entry routes.</p> <p>Personal emergency evacuation plans (PEEPs) are in place for those that require assistance.</p> <p>A management evacuation strategy is in place and staff are trained in evacuation procedures.</p> <p>Fire warning devices and detectors are routinely and regularly checked.</p>	None	None	N/A	N/A	Upper and lower levels can be accessed by all.
<p>Improve the delivery of Information to pupils with a disability</p>	<p>Lighting throughout school is adequate for the needs of all.</p> <p>Large-print versions of information can be made available if needed. This includes adaptation to national tests.</p>	<p>There is currently no braille information available for people with visual disabilities.</p>	<p>This can be purchased through an outside agency as and when required.</p>	<p>Headteacher</p>	<p>As required.</p>	<p>Information is delivered efficiently to pupils.</p>