



WALWORTH ACADEMY

ACCESSIBILITY PLAN
SEPTEMBER 2014 – AUGUST 2017

Walworth Academy Accessibility Plan

September 2014 – August 2017

Introduction

This plan identifies the on-going 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 and will be implemented from September 2011 onwards. 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 Walworth Academy

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

Curriculum

- Data is obtained on future 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.
- A differentiated curriculum is in place to enable all students to feel secure and make progress.

- 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 provided .
- Strong links are developing with outside support agencies.

Physical Environment

- The Academy's buildings and accommodation are fully DDA compliant.
 - 'A' Block does not have disabled access above ground floor level, but all facilities provided above ground floor level are also available in fully accessible areas within blocks 'B' and 'C'.
- There are wide access doors from the corridor 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 Principal or Vice-Principal.
- 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.

Views of those consulted during the development of the plan

The Academy has set the following priorities in respect of consultation on the plan:

- issue draft plan to all staff and governors for feedback
- issue draft plan to parents/carers of disabled students and invite feedback
- discuss the content of the plan with students and invite feedback.

These actions will be conducted annually.

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: Yvonne Powell (Principal)

Designated Member of Staff: Katy Episcapo (Vice Principal)

Governor Responsible:

Plan Agreed: September 2014

Accessibility Plan Section A – Improving Access to the Curriculum Target	Action	Responsibility	Time scale	Review Date	Resources	Expected Outcomes	Evaluation of Impact
Teaching and learning across the curriculum reflects equal opportunities for all with physical impairment and relates to students' everyday experiences.	Planning and Teaching includes opportunities to ensure the physical diversity of society is represented.	KE (VP)	2014-15	September 2014 & Jun 2015. (Each SoL is reviewed by the line manager prior to delivery.)	Leadership Team monitoring time.	Students are informed about, respectful of and have an understanding of physical diversity.	
Ensure that the curriculum is differentiated appropriately to take account of all individual students' learning needs.	Staff to ensure planning is differentiated to consider the learning needs of all. LAs allocated to support students with physical needs in practical subjects	KE (VP)	2014-15	Termly when assessments completed (half termly in core)	Meeting & planning time.	Students learn with appropriate curriculum matched to their needs and make excellent progress.	
Train staff on ways to improve student access to the curriculum.	Monitor provision for children with SEN and assess if development opportunities would be beneficial.	KE (VP)	2014-15	June 2015	Staff meeting time SLT/Lead teacher of SEN time	Staff are increasingly aware of and are able to meet the needs of students with regard to accessing the	

Accessibility Plan Section A – Improving Access to the Curriculum Target	Action	Responsibility	Time scale	Review Date	Resources	Expected Outcomes	Evaluation of Impact
	Organise staff training making use of relevant external agencies.					curriculum.	
Improve students' awareness of disability issues	Curriculum and assemblies to be used to raise awareness of disability issues Disability equality issues are incorporated into the curriculum	KE (VP)	2014-15	June 2015	Subject Leader time Staff meeting time	Students demonstrate a good understanding of disability issues	
Develop a range of learning resources that are accessible for students with different disabilities	Subject leaders to review resources Purchase ICT and generic resources to support the learning of all	KE (VP)	2014-15	June 2015	Dept meeting time –Lead Teacher for SEND to advise HODs Delegated budget	Any students with disabilities have access to curriculum materials.	
Plan extra-curricular 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.	KE (VP) AF (FRD)	2014-15	Dec 2014 & June 2015	Enrichment Coordinator time.	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	