

**SUCCESS FOR EVERYONE: Whole School Accessibility Action Plan
(Covering your planning duties to increase access to the curriculum, improve the physical environment and increase access to information)**

Name of Setting: St Alban's Academy

3 year period covered by the plan: From: December 2017 to December 2020

Name of Senior Leader responsible for co-ordinating this Plan: Mark Gregory and Mark Dalton

1. SETTING INFORMATION

1.1 Vision and Values

St Alban's Academy, part of ARK, is an inclusive establishment which aims to set challenging targets for all pupils and to deploy staff and resources to enable children to achieve their full potential. The unique ethos of the academy – where its Christian mission to include (Galatians 3:28) has found a secular parallel in ARK's own vision – allows for very strong development of character and moral purpose.

1.2 Describe the Diverse Needs of the Community:

St Alban's is situated in an area of high deprivation, with its well attested concomitants. There are 726 pupils on roll. The current Pupil Premium allocation is based on 58% of the full roll. The Academy is open from 7.45 a.m. to enable students to obtain a breakfast, free of charge, and then use the library facilities for study as many do not have computers or books at home. Some members of staff live locally and know the children and their parents well. They are able to provide useful background knowledge, and assist parents in expressing their wishes and concerns.

A majority of pupils come from homes where a language other than English is spoken. Poor literacy, with its attendant social exclusion, comprises a major and continuing need, as do emotional and behavioural difficulties and vulnerability. Currently we also accommodate pupils with physical disabilities, hearing impairment, visual impairment, acquired brain injury, ADHD, diabetes, erbs palsy, cerebral palsy, Perthes Disease, autism spectrum disorders, anxiety disorders, anorexia, chronic medical conditions and diagnosed mental disorders. Some children come from war zones. At any one time a number of pupils are the subject of a CAF or under the supervision of Social Services.

1.3 (a) Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

1.3 (b) Views of Parents:

Parental views are formally solicited at termly meetings. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints!). Three members of staff are employed specifically because they speak community languages. A polyglot parental group meets weekly.

1.4 (c) Views of Children and Young People:

Pupils are regularly consulted, including through personal reviews, student voice polling and School Council. Audits were done of the new school premises through groups of children with specific needs e.g. sensory audit for ASD. Individuals are free to approach staff unsolicited and talk about views and needs at any one time (access to 27/7 football playing facilities being the most vital concern!)

1.5 Who contributed to this Plan?

See above and also results of consultations with members of specialist services e.g. HI team.

2. AUDIT (using the Standards for inclusion)

Name of Setting: St Alban's Academy

Summary of Success For Everyone Audit:

Standard	1	2	3	4	5	6	7	8	9	10
Audit point	10	11	9	10	11	10	10	9	9	9

Following the Audit, what are your priorities for the next year?

Priorities	Which Standard does this Priority relate to?	Who will lead on this Priority?
Continuing staff training (in line with SEF) re: bullying, FGM, SEN/Inclusion and Prevent Agenda	Standard 3 – Staff Development	MD, MG
Gradual adjustments to new buildings to accommodate different needs, as these are found out.	Standard 5 – Environment	RW, JH
Continuing nurturing of Parents' Forum and development of <i>interviews</i> for parents and community members focussed on inclusion needs.	Standard 9 – Parent & Community Involvement	MD, MG

3. Whole School Accessibility Action Plan

Name of Setting: St Alban's Academy

Period covered by the plan: From: (Month/Year): Dec 2017

To: (Month/Year) Dec 2020

Objectives (priorities from audit and wider consultation) Expressed as an outcome for disabled pupils and/or adults in terms of progress and participation	Code (C,E,I) See key below *	ACTIONS			Evidence What evidence will be collected to measure progress towards objective?	Timescale Short term: 1 yr Medium term: 2 yr Long term: 3 yr Give approximate dates
		HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)		
By Sep 2018, to ensure that provision plans exist for all students who have medical and physical conditions which potentially could impact on their learning	I	Provision plans to be written in consultation with students and their families	SENCo to write and distribute provision plans	Time allocated to do this	Monitor progress of those students in line with the academy's termly meetings	1 yr (short term)
Physical Management Plans and PEEPs to be written for all student who need them	C, E, I	Plans to be written in consultation with students and their families	SENCo to write and distribute the plans	Time allocated to do this	Monitor progress of those students in line with the academy's termly meetings	1 yr (short term)
Ensure that students have the opportunity for physio as and when needed within school	E	Timetable physio for the students who need it	SENCo to co-ordinate training, allocate staff and room for the physio sessions	Staff to work 1:1, a room and gym mat	Monitor progress of those students in line with the academy's termly meetings, Also, hold reviews with relevant medical staff (physiotherapists, Occupational Therapists etc)	1 yr (short term)

To respond to changing circumstances, ensure you record additional considerations or needs that require new objectives to be set during the 3 year life of the plan. This plan can be extended and new boxes added to include these new objectives.

By focusing on this objective are you:	*Accessibility Code
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I

Whole School Accessibility Planning Checklist

Checklist

To comply with the requirements for your school to produce an Accessibility Plan have you:

<ul style="list-style-type: none"> Involved disabled stakeholders in meaningful engagement/consultation to produce, monitor and annually review your Accessibility Plan (include pupils, all staff, governors, parents, visitors to school e.g. other professionals, support services, council officials and people from the wider local community)? 	
<ul style="list-style-type: none"> Collected accurate and up-to-date data of the disabled population of the school and community? 	
<ul style="list-style-type: none"> Analysed this data in terms of admissions, pupil achievement and exclusions? 	
<ul style="list-style-type: none"> Analysed this data in terms of the recruitment, retention and career development of disabled staff? 	
<ul style="list-style-type: none"> Considered how the Accessibility Plan objectives pay due regard to the 3 aims of the General Equality Duty and form part of the strategic planning of the school? 	
<ul style="list-style-type: none"> Ensured each objective has a named person to lead it, is adequately resourced and has a clearly defined timescale? 	
<ul style="list-style-type: none"> Set up a timetable to monitor the Accessibility Plan and report annually on progress? The Plan needs to be reviewed and revised after 3 years. 	
<ul style="list-style-type: none"> Published the Accessibility Plan in a range of formats and made it available to all interested parties? 	