



**CUCKOO HALL  
ACADEMIES TRUST**

# Accessibility Plan

## Woodpecker Hall Academy

February 2016

ChatPol / WHA / 0033 / 1602a

## Woodpecker Hall Academy Accessibility Plan

In line with our equalities policy, these plans aim to address:-

- a) the extent to which disabled pupils can participate in the curriculum
- b) improving physical access
- c) improving the accessibility of information.

a) the extent to which disabled pupils can participate in the curriculum						
Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
To ensure CPD of staff/relevant training	SEN training External & In house  Staff meetings e.g. Speech & Language.  Motor skills development  Social Skills  Behaviour  Communication packages	CPD for SENCoS and appropriate TAs (Colourful Semantics, Makaton, communication in print)  External Specialists	Staff feel more confident working with SEN children	SENCo	Ongoing	Progress evident in identified area of need.  Relevant data for children's progress entered on target Tracker and analysed.
Staff Training in the production, implementation and review of provision maps.	SENCo to deliver training to teaching staff  Drop ins to support teachers in their SEN files	Twilight session delivered by SENCo/possible resource implications where gaps identified	Provision clearly identified for chn with SEND	SENCo	Ongoing	Reviews are conducted every half term.  Provision maps updated by teachers half termly.  Teachers are confident in their knowledge and use of referrals for interventions

To Raise awareness Communication	Colourful Semantics training SENCo to develop use of Communication in print and colourful semantics across TAs and teachers	SENCO to implement training at INSET and across year. Making appropriate use of ESP speech and language	Staff will be confident working with children with ASD and those with additional communication needs	SENCo and Assistant SENCo (ESP coordination)	Summer 2016	Communication friendly schools mark well under way.  Wider understanding of communication need across the school  Colourful semantics used widely.
To implement and maintain a monitoring system to support pupils with a disability	Monitor patterns of attendance of children on SEN register  Record pupil achievement	SENCO working alongside the EWO and safeguarding team	A report of SEN attainment and attendance	Educational Welfare Officer  SLT	Regular reviews	Improved attendance and standards of the identified children
To ensure appropriate provision for children with hearing loss	Regular visits from Peripathetic teachers and meetings with class teachers  Research Additional provision inv PECs and Makaton where appropriate		Raised of awareness of provision	SENCo	Ongoing	Children with hearing loss are identified and their needs are understood and appropriate intervention is implemented
To implement the communication friendly schools mark to ensure children benefit from additional support	Training to be implemented across the school by SENCO 5 x throughout 2016-17 academic year	SENCO	All teachers aware of expectations	SENCO/Assistant SENCO/Class teacher participating in communication friendly school mark	Sept 2016 - July 2017	Wider understanding of children's needs  Strategies implemented across school

To offer a range of interventions which meet the needs of the children	Training to teachers to build awareness of groups and need  Training of groups leads to extend expertise	SENCO EP  TA time to offer training	Wider awareness of needs and ways to support children  Whole school approach	Teachers SENCO EP	Ongoing	Wider understanding of children's needs  Strategies implemented across school
To ensure that classrooms are SEND friendly and are organised to promote the participation and independence of all pupils	Training to class teachers to build awareness  Communication friendly classroom training  Promotion of whole school strategies e.g. colourful semantics	Edmonton School Partnership – speech and language training  SENCO to complete communication friendly mark  SENCO to give training	Awareness of varying needs  Understanding of how to adapt classrooms to be more inclusive	SENCO/Assistant SENCO  Class teachers	Ongoing	Wider understanding of children's needs  Strategies implemented across school

## b) improving physical access

Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
Keep corridors clear from obstruction	SLT environment check to identify obstructions  Premises Team daily observations & weekly checks.  H&S meetings and feedback to staff	£0  Part of weekly H&S checks carried out by site team.	For all corridors free from obstruction	Premises/SLT	immediate	Clear access
To provide separate/staff disabled toilet/wash room	Conversion of the current disabled toilet once space allows-Heron hall to vacate building.- Easter 2016.	£0 cost as WH has two disabled toilets and after Easter 2016 one can be designated as staff use only.	Central Toilet and washroom facilities available	Premises	Summer 2016	Toilet and washroom in place.

To provide appropriate access to all users	SLT/Premises team to plan for widening of access doors/areas to enable wheelchair users to access more easily. While all areas are accessible at the moment doors to reception areas could be made more easily accessible to wheelchair users.	TBC Quotations sought.	Access to outdoor areas	SENCo	Autumn 2017	Participation in outdoor curriculum.
To ensure pupils have full access to trips and extra curricular activities	CT to visit prior booking to ensure appropriateness  Clear risk assessment and risk assessments sought from venues.  Plan trip ensuring access to vehicle suitable for wheelchair users. liaise with parent/carers	£0	To have a central register of companies with vehicles suitable for wheelchair users.	Class Teachers and Phase Leaders	Ongoing	Inclusive travel for wheel chair users.

### c) improving the accessibility of information.

Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
To ensure staff are aware of the range of equipment and resources available	Audit of current resources available  Training provided for appropriate staff	CPD training costs		SENCo	Spring 2016	Staff will be more knowledgeable about how to match equipment/resources to a variety of needs. increased opportunity for pupils to improve learning

To review all policies and their potential impact on disabled people	Devise a rolling programme of review beginning with policies which have most relevance	As part of Governance manager's responsibility in ongoing review of all policies.	DDA awareness shown in school policy	SLT	Ongoing process managed by N Murphy-Governance Manager	All highly relevant policies reviewed within the 2 years time span and impact identified – amendment made.
To improve the Academy Web site functions	Incorporate tools enlarge text Voice sounds for key tabs		Improved readability and manageability of web pages	ICT Technicians	Ongoing upgrade of CHAT websites.	Users to access Academy Web site
Increase learning opportunities in all subjects.	Additional staff training for TAs in application and use of symbols in all subjects. Support in the form of observations to support developing TAs to support children in their learning	CPD Training costs	Extended use of visual resources to all curriculum areas.  Communication in print is implemented across the school	SENCo	Spring/summer 2016	Assessment/ observations demonstrates improved value added in all subjects where visual resources have been used and packages such as communication in print is used.