

Accessibility Plan September 2023-2024

Introduction

Here at Wood Green Academy we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are prepared for life; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as

Outcome	How will this be achieved?	Time Frame	Impact
Physical Environment			
To continue to improve access to the physical environment for all.	New science laboratories have been created with larger access entrances and ergonomic furniture.	October 2015--November 2015	Create access for pupils with a physical disability
	Solar reflective glass will be used around the school site to help support VI pupils.	January 2016--April 16	This is an on--going priority.
	Ramps will be built around the school site to improve access in and out of school buildings.	January 2016--April 2016	Ramps are being built to facilitate access in and out of all school buildings.

participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
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Outcome	How will this be achieved?	Time Frame	Impact
Curriculum			
To develop a differentiated curriculum for targeted learners with learning difficulties at KS4	<p>SENCo and Director of Curriculum to review the school curriculum model.</p> <p>Proposal to the Senior Leadership Team.</p> <p>Review of staffing capacity to accommodate a differentiated curriculum.</p>	July 2015-- September 2018	A differentiated curriculum has been embedded for targeted learners in year 10,
To continue to train both teaching and support staff on different aspects of SEN and differentiation when required.	<p>Review the needs of young people with special educational needs.</p> <p>Embed training opportunities into school CPD time.</p>	July 2015-- ongoing	<p>All support staff to engage in a CPD programme addressing each area of need that is specific to the needs of young people at Wood Green Academy.</p> <p>Teaching staff have received SEN and differentiation training through the department Market Place sessions.</p> <p>Bespoke training sessions have also been planned and led by outside professionals for key students.</p>
All out--of--school activities are planned to ensure the participation of the whole range of pupils.	Review all out--of--school provision to ensure compliance with legislation.	On--going	All out--of--school activities will be conducted in an inclusive environment with providers that comply with all current and

<p>Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.</p>	<p>Review the individual needs of young people with special educational needs and/or disability</p> <p>Work with outside agencies to ensure that equipment and appropriate resources are identified.</p>	<p>On-going</p>	<p>The individual needs of young people with special educational needs and/or disability are reviewed termly.</p> <p>Resources and equipment is provided as required to remove any potential barriers to the curriculum.</p> <p>Learning Walks focus on the learning environment and its appropriateness in meeting the needs of young people. Feedback is given and adjustments are made when required.</p>
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Curriculum			
Access arrangements to meet individual's needs when undertaking assessments will be applied for and support provided when required.	SENCo/ Deputy SENCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	On--going	<p>Young people who meet the criteria are given access arrangements.</p> <p>The SENCo and Deputy SENCo work closely with outside agencies to identify appropriate access arrangements.</p> <p>Learning Plans outline what access arrangements young people with special educational needs and/or disability are entitled to.</p>

Outcome	How will this be achieved?	Time Frame	Impact
Written/other information			
Make available school brochures, school newsletters and other information for parents/carers in alternative formats Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	On--going	The school is able to provide written information in different formats when required for individual purposes.