

Accessibility Plan September 2024-2025

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 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.

Outcome	How will this be achieved?	Time Frame	Impact
Physical Environment			
<p>To continue to improve access to the physical environment for all.</p>	<p>Fitness gym refurbished and new equipment purchased.</p> <p>Specialist facilities are on the ground floor to ensure access for all.</p> <p>Creation of the Athersmith Hub as a safe space for interventions.</p> <p>Re-design of the sensory room for students with an autism diagnosis who require a quiet space.</p>	<p>On-going</p> <p>July 2021 – ongoing</p> <p>October 2024 - ongoing</p>	<p>Wide space for pupils with a physical disability.</p> <p>Ramps to facilitate access in and out of all school buildings.</p> <p>The Athersmith Hub is now predominantly timetabled for SEN interventions which means the SEN department can access rooming upstairs and downstairs. Students with a physical disability can access the Athersmith using ground floor classrooms.</p>

Outcome	How will this be achieved?	Time Frame	Impact
Curriculum			

<p>To develop a differentiated curriculum for targeted learners with learning difficulties at KS4.</p>	<p>SENCo and Director of Curriculum to review the school curriculum model.</p> <p>Review of staffing capacity to accommodate a differentiated curriculum.</p> <p>Prince's Trust Achieve programme will be offered to students who benefit from practical assessments rather than written exams.</p> <p>Introduction of a targeted intervention in Year 9. Reviewed by KS4 Managers and the SENCo.</p> <p>SENCo and Director of Curriculum to review alternative level 2 qualifications.</p> <p>The SENCo, Deputy SENCo and Learning Support Practitioners to review the impact of Cognition and Learning interventions.</p>	<p>September 2024 – on-going</p> <p>On-going</p> <p>September 2019 – on-going</p> <p>May 2023 – ongoing</p> <p>February 2024 – ongoing</p> <p>On-going</p>	<p>Outgoing Skills Development model will be phased out. Students at KS4 will no longer choose Skills Development as an option subject. Current Year 10 and Year 11 are the final year groups to follow this model.</p> <p>Students will develop skills and experience for life, whilst building their confidence to realise their potential.</p> <p>Year 9 Skills Development now has an exit point. Targeted Students will be placed on this Maths and/or English intervention based on identified areas for development. Intervention lists will be reviewed half termly by Key Stage 4 Managers.</p> <p>Students will be able to access a variety of Level 2 qualifications with a range of assessment methods.</p> <p>Data will be reviewed on a half termly basis to measure the impact of interventions and their suitability to enable</p>
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			students to access the KS4 curriculum.
To continue to train both teaching and support staff on different aspects of SEND and differentiation when required.	<p>Review the needs of young people with special educational needs and provide appropriate training for staff..</p> <p>Embed training opportunities into school CPD time.</p>	<p>February 2023 – on-going</p> <p>January 2023- on-going</p>	<p>The SEND list will be reviewed by the SENCo and Deputy SENCo on a termly basis where intervention and impact will be measured.</p> <p>Teaching staff and support staff will complete a SEND referral form to raise students with the SENCo who are not on the SEND register.</p> <p>All support staff to complete a self audit to evaluate skills for supporting vulnerable SEN students. Support staff attend National College webinars to further develop knowledge of methods of support.</p> <p>Teaching staff will have access to the National College Adaptive Teaching webinars to develop expertise.</p> <p>Bespoke training sessions have also been planned and led by outside professionals (Inclusion Support) for specific areas of need.</p>

<p>All out-of-school activities are planned to ensure the participation of the whole range of pupils.</p>	<p>Review all out-of-school provision to ensure compliance with legislation.</p>	<p>On-going</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislation.</p>
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<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 via the Parents in Partnership meetings. Parents form a central part of creating outcomes whilst also providing staff with effective strategies to support their children.</p> <p>Resources and equipment are all provided as required to remove any potential barriers to the curriculum. Such equipment includes iPads, word processors, radio aids and interactive visualiser.</p> <p>Learning Walks by Senior Leadership and the SENCo and Deputy SENCo 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> <p>The physio room and sensory room are accessible for students with physical disabilities. The room has been designed to incorporate a calm space whilst also providing equipment for physical and sensory needs.</p> <p>The Athersmith Hub is a safe space for students to attend a variety of interventions delivered by the SEN department.</p>
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<p>Access arrangements to meet individual's needs when undertaking assessments will be applied for and support provided when required.</p>	<p>SENCo will ensure JCQ data protection forms have been signed prior to the commencement of access arrangements testing.</p> <p>The SENCo will complete appropriate testing to match areas of need (e.g. processing difficulties, reading difficulties).</p> <p>The SENCo will provide for approved access arrangements via the AQA website.</p> <p>The SENCo will facilitate the use and practise of access arrangements whole school to ensure relevant dispensation is a student's normal way of working.</p> <p>For students requiring a separate room to complete their exams away from the school hall, the SENCo will request supporting evidence from a medical expert (consultant).</p>	<p>On-going</p>	<p>Young people who meet the criteria are given access arrangements.</p> <p>Learning Plans outline what access arrangements young people with special educational needs and/or disability are entitled to.</p> <p>Students use their access arrangements as their normal way of working.</p> <p>By having access arrangements, students will not be at a disadvantage when accessing assessments.</p>
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Outcome	How will this be achieved?	Time Frame	Impact
Written/other information			

<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats Availability of other written material in alternative formats also.</p>	<p>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.</p>	<p>On-going</p>	<p>The school is able to provide written information in different formats when required for individual purposes.</p>
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Outcome	How will this be achieved?	Time Frame	Impact
<p>Social Emotional Mental Health (SEMH)</p>			

<p>To continue to support the social, emotional and mental health needs of all students.</p>	<p>The SENCo and Deputy SENCo will liaise with outside professionals (Educational Psychologist, Deputy Manager for Social, Emotional and Mental Health Needs – Inclusion Support, and medical professionals at CAMHs) to ensure the most up-to-date information is available for all staff supporting and/or teaching students with social emotional mental health needs.</p> <p>The following interventions will continue to focus on supporting the needs of students with social emotional and mental health needs:</p> <ul style="list-style-type: none"> - 1:1 mentoring - Nurture - Social Use of Language Programme - Developing Emotional Literacy 	<p>On-going</p>	<p>The SENCo and Deputy SENCo work closely with outside agencies to identify appropriate support.</p> <p>Learning Plans outline the SEMH support students receive from the SEND department.</p> <p>Round robins will be sent via Provision Map to keep staff up-to-date with the most current information.</p> <p>Mental health register in place and confidential to staff.</p> <p>Referral meetings are in place to ensure students with SEMH are quickly identified and relevant support put in place.</p>
	<ul style="list-style-type: none"> - Developing Attention through Sport - Break and lunch Buddy Club <p>The Safeguarding Lead will ensure all relevant information is disseminated to relevant staff within the Academy where appropriate.</p>		<p>Tiered approach to mental health provision in place.</p>