



**Montagu Academy**

Striving for excellence, broadening horizons

## **Academy Accessibility Plan September 2015- September 2016**

### **Introduction**

This plan is drawn up in accordance with the Equality Act 2010.

At Montagu Academy we ensure that all children can belong, participate and achieve fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all who learn, teach and visit here. We aim to provide specialised support to address barriers to learning and raise self-esteem and confidence. We liaise closely with parents, carers and professional organisations to ensure that all the child's needs are addressed. We monitor the progress and attainment of all children with a disability and use this to develop inclusive teaching and raise achievement. We believe in the importance of developing a rich and diverse wider curriculum which allows all children to succeed. We make reasonable adjustments to ensure an accessible environment and curriculum.

### **Definition of Disability**

Disability is defined by the Equality Act 2010

A person has a disability if—

- (a) The person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

### **Key Objective**

To reduce and eliminate barriers to access to the curriculum and facilitate full participation in the school community for pupils, and prospective pupils, with a disability.

### **Principles**

Montagu Academy recognises its duty

- To make reasonable adjustments to avoid disadvantage in provision, physical accessibility and practice.
- To make reasonable adjustments to provide auxiliary aids for children with a disability.
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equality Act 2010

Montagu Academy recognises and values parent's and carer's knowledge of their child's disability and its effect on his/her ability to carry out normal activities. We work in partnership with parents to ensure high quality provision.

Montagu Academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and provides support to address specific barriers to learning

## **Provision**

### **Education & related activities**

At Montagu Academy we aim to provide an inclusive curriculum, designed to meet the needs of all children. Staff training in early identification, inclusive learning and teaching and developing expertise in addressing specific barriers to learning is an integral part of the school improvement plan. We aim to maintain and develop our strong partnerships with other professional agencies and provide cohesive and co-ordinated support for all children and their families. All children have access to all areas of the curriculum, with support given as required. We aim to develop a programme of continuing staff development in order to develop expertise in planning for learning to address specific barriers to learning and allowing all children to access an inclusive curriculum. Training will be planned and organised by the SEND Leader and SLT. We will continue to develop systems to monitor and accelerate progress and attainment through developing expertise that will create appropriate targets and differentiation. We will continue to develop a rich, diverse curriculum.

### **Physical environment**

Montagu Academy will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, and provision for sensory needs. Advice on specific requirements will be sought from The Visual Impairment Team, The ASD Team, Occupational Therapy, Physiotherapy and other health agencies based on the needs of individuals.

### **Provision of information**

At Montagu Academy we will make use of local services, including those provided through the LA, for providing information in alternative formats when required or requested. We will respond to current needs and update as required. Large print information for children with VI will be provided. We will continue to provide personal interaction for parents/carers with literacy difficulties and who have English as an additional language.

### **Financial planning and control**

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The School Accessibility Plan will be used to inform the School Improvement Plan.

## **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Building and site development plan
- SEND policy
- Single Equality policy
- Curriculum policies
- Governor training plan
- Learning and Teaching policy

## Montagu Academy Access Plan 2015-16

Target	Objective	What	How/Who	When	Success Criteria
To update and review plan.	Update Accessibility plan and SEND Information Report Contribute to LA Local offer	Staff and governors informed of requirements and obligations of Equality Plan, Accessibility Plan and SEND Information report and Action Plan.	Staff meeting Governors meeting	Sept 15	School complies with requirements of Equality Act 2010 and Code of Practice
Provide information in different formats when required or requested.	Improve availability of written material in alternative forms Send messages via text messaging. Publish school policies and SEND Information Report on school website, Accessibility plan, SEND policy, Medical Conditions policy and Equality policy to be published on website	School respond to current needs and update as required. Large print information for children with VI. Continue to provide personal interaction for parents/carers with literacy difficulties and those who have English as an additional language. Develop website to provide comprehensive information for parents. Continue to provide paper copies of information.	Advice from VI team As part of personal provision for vulnerable groups.	Ongoing	School able to deliver information to all pupils and parents with disabilities.
Develop the physical environment to meet the needs of all children, staff, parents, carers and visitors.	Improve working environment for pupils with ASD  Update Sensory room  Refer children with sensory needs to Occupational Therapy	Training from ASCETs Team to update staff in supporting children with ASD, including lunchtime supervisors.  Provide new resources in KS1 sensory room.  Provide resources and activities to	SLT FS staff. Learning mentors. Buildings and facilities committee.	Sept 14        On going	VI pupils able to work independently in all teaching areas Children with ASD able to access areas of learning with confidence, focus and concentration.

	for sensory assessment. Liaise with VI and HI Team	meet a range of sensory needs Follow recommendations.			
Develop the curriculum to meet the needs of all children	To develop staff expertise in planning provision for children with SEND.	Staff training on ASD and Dyslexia  Induction programme for new staff.  3 staff meeting slots a year to update staff on SEND progress and changes.	SEND Leader to plan and deliver training.   EPS training	Sept 15-July 16	All children correctly differentiated for as part of Quality First teaching. Portfolios provide evidence of progress.
Develop the curriculum to meet the needs of all children	To ensure that all the needs of children with SEND are met by involving parents/carers and professionals from other agencies.	Involve professionals as required in TAC meetings. Follow guidelines and strategies in school Involve parents/carers in creating and reviewing SEND support plans.	Liaise with other agencies as appropriate. Refer children to other agencies as required	Sept 15 – on-going.	Children accessing curriculum based on all their needs. Parents empowered to support their children at home and school.
Develop the curriculum to meet the needs of all children	To develop inclusive Quality First teaching.	Differentiation of curriculum. Regular, assessment, moderation and book scrutiny. SEND Leader to observe all children with SEND in the first and final half terms. Learning walks with WCAT SEND Leader in Spring Term. Book scrutiny termly, Portfolio scrutiny termly. Verbal and written feedback to Teachers and TAs.	SEND Leader SLT All staff	On-going.	Children with SEND able to access curriculum and make progress as part of class and wider curriculum provision.
Develop the curriculum to meet the needs of all children	To develop the role of support staff in developing learning.	Each class to have a designated TA. Teacher to work closely with TA to discuss planning, provision and assessment.	All staff	On going	Plan and review specific barriers to learning and support differentiation. Intervention based on

		<p>Support staff work with small groups and individuals to develop skills based on barriers to learning identified through Quality First teaching.</p> <p>Employ four SEND TAs to support children with statements and complex needs.</p> <p>SND Leader to carry out appraisal cycle with staff</p>			<p>specific needs which can then be followed up in class, giving children the opportunity to apply new skills.</p>
<p>Develop the curriculum to meet the needs of all children</p>	<p>To monitor children's progress and attainment as part of planning and assessment cycle</p>	<p>Termly pupil progress meetings.</p> <p>Termly SEND support plan reviews</p>	<p>All staff.</p> <p>Monitored by SLT</p>	<p>On-going</p>	<p>All children's progress and attainment reviewed regularly. Identification of strategies to use at wave 1, 2 and 3.</p>
<p>Develop the curriculum to meet the needs of all children</p>	<p>To develop provision to meet the needs of children with ADHD.</p>	<p>Behaviour Support Team to work with children with Behavioural, social and emotional difficulties.</p> <p>Vulnerable pupil meetings</p> <p>Identify children who need the support of mentoring, star time, social groups and Rainbows and plan time for staff to deliver.</p> <p>Enhance sensory room in in KS1.</p>	<p>All staff identify and monitor.</p> <p>Mentors, support staff support children and participate in vulnerable pupil meetings.</p>	<p>On-going</p>	<p>Children provided with appropriate support to meet behavioural, social and emotional needs.</p>
<p>Develop the curriculum to meet the needs of all children</p>	<p>Develop parental and carer engagement,</p>	<p>Develop partnerships with parents through TAC and SEND Support meetings.</p> <p>Invite parents to work with their children at Inspire mornings.</p> <p>Support families with involvement of other agencies.</p> <p>Develop Friends of the School Solihull Parenting Course if appropriate.</p>	<p>SEND Leaders and class teachers to develop SEND Support meetings and TAC meetings.</p> <p>SENCO to keep up to date with other available services.</p>	<p>ongoing</p>	<p>Parents and carers actively involved in partnership with school.</p>

		<b>Workshops with FS parents to develop language and communication skills.</b>			
<b>Develop the curriculum to meet the needs of all children</b>	<b>Involvement of Governors</b>	<b>Work closely with SEND Governor to update policies and plans. Share Action Plan Update Governors on new policies and plans and Action Plan.</b>	<b>Meetings with SEND Leader and SEND Governor</b>	<b>ongoing</b>	<b>Governors up to date with policy. Practice, progress and areas for development.</b>
<b>Develop the curriculum to meet the needs of all children</b>	<b>To ensure all children have a positive and productive playtime experience.</b>	<b>Identify and train playground leaders. Playground leaders to be involved in training KS1 classes in playground games. Identify and train Playground ambassadors to support children needing emotional support.</b>	<b>Behaviour Team</b>	<b>By November 2015</b>	<b>Children engaged in positive play. Children feel they have someone to talk to.</b>

