



the **ST LAWRENCE** academy

## Accessibility Plan

Increasing Physical Accessibility						
	Target	Strategies	Success Criteria	Time Span	Resources	Persons responsible
SHORT TERM	To place academy layout (map) in reception area, all classrooms, corridors, offices and on the website	Place academy map in reception, all classrooms, corridors, office and on the website, ensure they are kept up to date	Map in all agreed locations	From October 2014 →	Map	SLT/SML Inclusion
	Accessible toilet/s available on each floor, in each area including reception	All toilets in good working order and accessible to all potential users	Always available	Ongoing	Time to check	SLT - Buildings H&S / Caretakers
	Students with mobility issues - due to long term issues	Access to lift via SS or given a key for a period of time i.e. for the day	Lift working and easily accessible in relation to the availability of key	Ongoing	Access to enough keys via SS	SS Manager/SLT - Buildings H&S/ Caretakers
MEDIUM TERM	To review whole academy purchasing of ALN resources	Produce questionnaires for Subject Leaders to audit current use of ALN resources. Agree new policy to take into account	Consistent and planner approach to purchase of ALN resources	December 2014	Budget allocated to purchase new resources	SML Inclusion/ Subject Leaders

	<p>Accessible toilet/s available on each floor, in each area including reception</p> <p>Students with mobility issues due to injury or long term issues</p>	<p>needs of different learners which may continually change</p> <p>Access to lift via SS or given a key for a period of time i.e. for the day</p>	<p>Lift working and easily accessible in relation to availability of key</p>	<p>Ongoing</p>	<p>Access to enough keys via SS</p>	<p>SS Manager/SLT - Buildings H&amp;S/ Caretakers</p>
LONG TERM	<p>Increase and develop way-marking and signage in identified parts of the academy</p> <p>Accessible toilet/s available on each floor, in each area including reception</p> <p>Students with mobility issues due to injury or long term issues</p>	<p>Survey academy for areas where signs would be appropriate. Purchase and install signs and way-marking if needed</p> <p>All toilets in good working order and accessible to all potential users</p> <p>Access to lift via SS or given a key for a period of time i.e. for the day</p>	<p>Signs installed ways marked</p> <p>Always available</p> <p>Lift working and easily accessible in relation to availability of key</p>	<p>Half termly checks</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Budget to purchase signs</p> <p>Time to check</p> <p>Access to enough keys via SS</p>	<p>SLT/SML Inclusion</p> <p>SLT - Buildings H&amp;S / Caretakers</p> <p>SS Manger/SLT Buildings H&amp;S/ Caretakers</p>



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## Accessibility Plan

Increasing Access to Information						
	Target	Strategies	Success Criteria	Time Span	Resources	Person responsible
SHORT TERM	Provide all targeted students with a copy of their timetable, of an appropriate text size and colour	LTAs to check timetables of targeted students each half term and use SIMS to access information	All students have appropriate timetable	October 2014, then half termly	SIMS access/printer access	LTAs/SML Inclusion
MEDIUM TERM	Identification and systematic reproduction of selected materials in different formats	LTAs attached to areas who have identified the need LTAs trained in differentiation LTAs to produce differentiated material	LTAs working closely with subject area teachers LTAs producing differentiated material	October 2014, then half termly	Computer access/printer access	LTAs/SML Inclusion
LONG TERM	Review whole academy purchase and accessibility of use of computer hardware and software	Produce questionnaire for Subject Leaders to audit current use and purchasing of hardware/software Agree new policy to take into account needs of different leaders	Consistent and planned approach to purchase of new hardware and software	October 2014 then half termly	Budget to purchase new software and hardware	SML Inclusion/ Subject Leaders



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## Accessibility Plan

<b>Increasing Curricular Accessibility</b>						
	Target	Strategies	Success Criteria	Time Span	Resources	Persons Responsible
SHORT TERM	Systematically produce materials in different formats for all subjects	Employ more LTAs if needed. LTAs trained in differentiation LTAs to produce differentiated material	LTAs working closely with subject area teachers LTAs producing differentiated material	Autumn Term Regularly review	Training Computer access	LTAs/SLT/SML Inclusion
MEDIUM TERM	To develop and offer training on strategies for differentiation	Training can be regularly delivered	Training delivered	Termly	Expertise internally/externally to train	D of L&T SML Inclusion
LONG TERM	To use other performance indicators (behaviour log, attendance log, parents and student evaluations) to measure student progress	Train Subject Leaders in use of behaviour log and attendance data Cascade to teachers and support staff Measure student progress Feedback to student and parent/carers	Teachers, support staff, students and parents/carers aware of student progress Evidence of access and use of data	Half Termly	Computer access Time Training	SLT SML Inclusion Subject Leaders Teachers

This policy will be reviewed every 3 years