

George Spencer Academy Accessibility Plan 2017-2020



George Spencer Academy has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the review from our previous accessibility plan which ran from 2014-2017. This plan will run from September 2017-September 2020.

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website. The plan should be read in conjunction with the schools Health and Safety and SEND policy.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. This can be found on the school website or staff handbook.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Responsible staff member: Victoria Jones

Date Approved: September 2017

Review date: every 12 months until September 2020 (last reviewed January 2019)

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ACTIONS	STAFF RESPONSIBLE	Leadership Overview	START/FINISH DATE	EVIDENCE
Increasing the extent to which disabled pupils can participate in the curriculum				
Provide Training for skills and knowledge for new staff to GSA and NQTS in supporting students with SEND within the classroom	JG	JG	All new staff and NQTS to have received this training in the Autumn Term on an annual basis.	2017/18 New starters received Induction as part of New Staff Induction day. Nov 2018 Whole school CPD Maximising Teaching Assistant. 2017/18 Induction programme in place for new Inclusion Team staff (Weds CPD)
All Students on the SEND register achieve their Academic outcomes	All Teaching staff	SCD/VRJ	Ongoing focus through CPD/typicality walks 2017-2018.	Dec 2018 – Learning Walk on Effective use of Teaching Assistants
Develop skills and knowledge for Inclusion team staff on safe handling of special needs.	VRJ/RB	VRJ	RB complete Trainer Training November 2017 Training cascaded to Inclusion Team January 2018 Update/refresher training for new staff on a yearly basis 18,19	RB completed Training in November 2017. All inclusion Team trained in safe handling (2017) Update/refresher training held (September 2018)

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Develop skills and expertise within the inclusion team with all staff completing OTAP	LW	VRJ/JG	All staff in Inclusion Team to have completed OTAP training by 2020.	OTAP is no longer being run by the TSA.
All students with a physical disability on entering the school to have a full site access visit and where appropriate risk assessment and PEEP in place.	LW/KMC/RB	VRJ	All site access visits and risk assessment/PEEP to be in place before students join the Academy/within 2 weeks for mid year. Training on completion of PEEPs and Risk Assessment by RB	All in Place and saved for staff accessibility (Intake 17/18) All in Place and saved for staff accessibility (Intake 18)
Appropriate use technology/new technology	LW/KS	VRJ	Use of chromebooks by some pupils as a regular way of working in lessons. Use of technology for exam access, eg reading pens	Chromebooks issued to students and on loan available. Chromebook policy in place Ipads issued to all LSA and Prime class (17, 18) Trialling reading pens in examinations (Jan 18)
Continue to develop and promote a wide range of extra-curricular activities for students with additional needs across the Academy. Including the development of wheelchair sports.	KMC/MPo	VRJ	Inclusive sports to take place on a weekly basis. Participation in Inclusive Sports Festival and other Local events. ALL students encouraged to participate in ALL activities	Between 10 and 14 pupils regularly attend weekly Inclusive sports club from 2017/18

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				<p>13 students attended an Inclusive Dodgeball festival in October-2017</p> <p>15 students attended a bowling trip to Ilkeston in December 2017</p> <p>11 Students attended a Boccia Tournament at Kimberley in March 2018</p> <p>8 students attended an Inclusive Kurling festival at Harvey Hadden in May 2018</p> <p>13 students attended an Urban Hockey Event at Nottingham University Clifton Campus in June 2018</p> <p>6 students attended a bowling trip at Nottingham to celebrate the end of their time at GSA 2018</p>
Timetable rooming to take into account students individual	LW/KS in liaison with ATYE	VRJ/SCD	Completed each Year in June prior to new timetable issued.	Timetable in place and do not room downstairs

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needs and ability to access classrooms/safely.			Key student sheet to be circulated to all staff.	posters created and reissued each term
Creation of Best practice for how to create an accessible classroom including tips for HI/VI and students with physical disabilities in staff planner.	VRJ/SD	VRJ	In Staff planner for September 2018. Staff training on Best Practice 2018-19*	In the process of being written for 2019/20
Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided				
Access to Uppersite by Wellspring dale Pathway from FRM office to TX2 and pathway around D&T	ML	ML	ML to assess and maintain the pathway to ensure flat and level access alongside whole school improvement work - ongoing	Ongoing. Was talked about at H&S – they were content with current path.
Access to Lowsite via internal doors from opposite the cage/access from social science to toilets	Steve Fullwood	ML	Removal of frame and door to create opening on boys toilet side (Sept 18) review success and modify girls toilet side if required (by Sep19)	Completed one side. Girls will need to go on a new list.
Access to US Library for wheelchair uses	Steve Fullwood	ML	Change the door set to enable opening from outside via handle and create ramp to meet kerb edge (Sep 18)	Still requires action.

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Accessible toilet cubicle in all toilet areas and identified discreetly	Steve Fullwood/KMC	ML	Grab rails to be fitted to left and right side of cubicles in all toilet sets (Sep 18) Stickers to indicate that grab rails are fitted in cubicle (Sep 18)	Still requires action.
Accessible toilet for new science and sixth form for all students	VRJ	SCD	All students with access needs to be able to use sixth form accessible toilet if required.	Still use of current WC, this was agreed by user.
Accessibility of nurture SO5 and SO6 classroom for wheelchair access	ML	ML	Consideration to be given when replacing external windows on identified rooms for an external door to allow wheelchair access to these classrooms/widening of internal door to allow access (ongoing)	Still considering
Improved Accessibility of site from new science/sixth form to maths block for students in wheelchairs	ML	ML	Creation of pathway suitable for wheelchair access across grass between sixth form and maths block with rails to one side to allow for quicker transition (September 18)	Cost collated, very expensive and would need approval.
Inclusion team to be consulted on all new builds/improvement to ensure accessibility for all students and built in features e.g wheelchair storage/rise and fall tables.	ML/VRJ	SCD	Ongoing as new builds/improvements happen.	No new buildings planned.

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Improving the availability of accessible information to disabled pupils.				
Creation of best practice Guide for Inclusive Communication for GSA staff with both students and parents/carers who are disabled.	VRJ	SCD	Staff training on Best Practice 2018-19* Best Practice in place for all communication and events.	In progress