



## Tudor Grange Academy Redditch

### Accessibility Plan

We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents, carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We take full regard of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy.

The accessibility plan contains actions to:

- increase the extent to which disabled pupils can participate in the school's **curriculum**
- improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improve the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled

The accessibility plan should be read in conjunction with the Academy's SEND and Inclusion Policy and the Local Offer.

Target	Tasks	Timescale	Responsibility	Desired outcome
<b>Curriculum</b>				
Ensure access to technology for students with disabilities to allow them to record information in lessons in an appropriate manner.	Priority for use of technology as required for students with disabilities. Invest in software as needed.	As required	- SENCo - Curriculum Leaders - IT support	Access to appropriate technology for all disabled students.
Reflect identified areas of need in lesson planning and delivery.	Teaching staff to plan appropriately to meet the needs of disabled students in their classes. Dissemination of relevant information to all staff via student profiles.	Ongoing	- Teaching staff - Learning Mentors - SENCo	Improved access to the curriculum for all students.
Prioritize student participation in extra-curricular activities.	Ensure period 6 and educational visits are accessible to all students. Promote inclusive sports to all students.	Ongoing	- All staff	Increased participation in wider school life for students with disabilities.

<p><b>Physical Environment</b></p> <p>Ensure all policies consider the implications of Disability Access.</p> <p>Ensure that access to school buildings and site can meet the needs of all students.</p> <p>Ensure that classrooms are optimally organized for students with disabilities.</p>	<p>Consider all policies in view of accessibility.</p> <p>Maintain disabled access to all areas of the Academy, including:</p> <ul style="list-style-type: none"> <li>- disabled parking bays</li> <li>- medical room</li> <li>- disabled toilets</li> <li>- use of lift</li> <li>- ramps</li> <li>- contrasting/highlighted steps and thresholds.</li> </ul> <p>Future building work to allow for disabled access that fully complies with current legislation.</p> <p>Plan classrooms according to students' needs.</p> <p>Appropriate resources within classrooms to reflect needs, including:</p> <ul style="list-style-type: none"> <li>- height-adjustable chairs</li> <li>- tables</li> <li>- writing slopes</li> <li>- catering equipment.</li> </ul>	<p>December 2015</p> <p>Ongoing</p> <p>Ongoing</p>	<p>- Principal - SENCo</p> <p>- Facilities team - Principal</p> <p>- SENCo - Physical Disability Outreach Team - Class teachers</p>	<p>Access to all aspects of school life for all students.</p> <p>Access to school buildings and site for all.</p> <p>Disabled students able to access all lessons.</p>
<p><b>Information</b></p> <p>Availability of documents in alternative formats.</p>	<p>Large print format for letters and policies available.</p> <p>Use of coloured overlays for students and change of background colour on interactive whiteboards.</p> <p>Use of pastel-coloured paper for dyslexic students.</p> <p>Dissemination of relevant information to all staff via student profiles.</p>	<p>As required</p>	<p>- All staff - SENCo</p>	<p>Improved information to parents/carers with disabilities.</p> <p>Improved access to learning for students with disabilities.</p>