

ACCESSIBILITY AND EQUALITY PLAN

This document should be read in conjunction with the Trust's Equality Statement.

In formulating this plan the Academy has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

1. Improving Access to the Curriculum

Priority 1: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status RAG
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	W Jackson I Cooke E Marshall	Annual review of curriculum to ensure accessibility for all students.	Curriculum accessible for all.	SLT line management meetings	Through SLT line management meetings	NOVA T timetable training	
1.2 Multi Agency assessments actioned for all students at risk	R Laurie	Ongoing	EHA identified through concerns brought to the SG team CIN/CP	Regular reviews Meetings with SW/eh practitioners		Safeguarding training to all staff	
1.3 External agency support is identified and delivered for all students in need	M Hargreaves	Ongoing	Improve overall outcomes for students by diminishing the	EHCPs Ed Psych Reports Specialist Advisory Service Reports			



			gap between vulnerable groups, in particular Disadvantaged and SEND.	Barnardo's reports			
1.4 Alternative Curriculum students access balanced curriculum	T Thornton	Yearly	All students access an appropriate balanced curriculum.	Constantly reviewed against national recommendations.	Students currently access a balanced curriculum.	Staff from various curriculum areas.	
1.5 Students with identified needs have access to laptops and resources to support learning	M Hargreaves	As need is identified either through Access Arrangements testing or recognised health need	Students are able to access the same curriculum as their peers	Through HCP reviews, parental consultation and access arrangements	Through evaluation of AP data	SEN and IT budgets. TA training where necessary	
1.6 All students at STM and SA+ assessed for GCSE Access arrangements	M Hargreaves J Martin S Ballard	Yearly JCQ monitoring visit Referrals for testing completed in a timely manner	Feedback from QA report Processes for testing are formalised with the referral,	Ensure JCQ recommendations are implemented Ensure students with Access Arrangements are properly prepared	Positive feedback from JCQ 22.3.17	Testing facility	



			consent, test and diagnosis.	during both the mock and formal exam timetable			
1.7 Academy environment reviewed by relevant senior manager to ensure access for all.	W Jackson M Mowforth	Ongoing	Clear safe access for students, staff and visitors	Reviewed annually or as necessary for individuals needs	Review regularly through H & S group	Sits with site budget for provision of equipment , alterations and training resources	

2. Improving Access to the Physical Environment

Priority 2: To improve outcomes for students and staff by improving access to the physical environment							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
2.1 To ensure all students/visitors access necessary areas of the academy.	M Mowforth	Continuous	H&S Audits, Ofsted results	Site inspections and assessments		Site maintenance and training budgets	
2.2 To improve signage to standard format	M Mowforth	Continuous	Fire risk Assessments and H&S audits	Site inspections and assessments		Site maintenance and training budgets	
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	M Mowforth	Continuous	Safe evacuation using PEEPs during fire drills	Fire drill reports and SEN monitoring of PEEPs		Site maintenance and training budgets	
2.4 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability	M Mowforth	Continuous	Lift provided	Site inspections, Legislative maintenance and repairs carried out.		Site maintenance and training budgets	
2.5 Classrooms optimally organised for disabled and pregnant students	M Mowforth	Continuous	Safe movement of students within teaching area	Teaching staff to arrange to suit disablement or pregnant student		Site maintenance and training budgets	

3. Improving Provision of Information

Priority 3: To improve provision of information to ensure that all groups have equal access to college information							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
3.1 To improve communications to groups with protected characteristics	Senior Team	Ongoing	<p>All communications with parents/students are provided in a timely and accessible format</p> <p>Use of IT to improve communication between the academy and home, including the use of SMS</p> <p>Paper-based copies of the website are made available upon request</p>	<p>The Principal will authorise all external paper-based communications</p> <p>Student Services to co-ordinate SMS messages sent home</p>		<p>KeepKidsSafe SMS system</p> <p>ShowMyHomework</p>	



<p>3.2 To ensure the academy website is clear, simple and easy to navigate</p>	<p>M Trussell DRET Comms team</p>	<p>Ongoing</p>	<p>Academy website is compliant with all DfE criteria</p> <p>Website is up-to-date and information is used by parents and students</p> <p>Paper-based copies of the website are provided on request</p>	<p>Regular half-termly review of the academy website and its content</p>		<p>Finance: Domain name, web hosting and SSL</p> <p>Training of admin staff for updating the website</p>	
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4. To actively promote Gender Equality throughout the Academy

Priority 4 To monitor and promote Gender Equality and take action where inequalities arise							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
4.1 Monitor balance of gender across employed staff	W Jackson	Ongoing	Staff gender balance more reflective of wider population	Monitored by DRET HR/Governing Body	Compliance with trust and statutory legislation	Instil process within HR function	
4.2 Support staff in accessing equal CPD opportunities	E Marshall	Weekly CPD for teachers Annual staff CPD including non-teachers	Comprehensive CPD programme, with attendance from all relevant staff	Termly T&L reports that include CPD review	Part of Academy SEF	CPD Budget	

5. To actively promote Race Equality throughout the Academy

Priority 5 To monitor and promote Race Equality and take action where inequalities arise							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
5.1 Monitor balance of minority race and ethnic groups across employed staff	W Jackson	Ongoing	Staff gender balance more reflective of wider population	Monitored by DRET HR/Governing Body	Compliance with trust and statutory legislation	Instil process within HR function	
5.2 Support staff in accessing equal CPD opportunities	E Marshall	At least weekly CPD for teachers (Mondays) plus voluntary Friday CPD for all staff (Fantastic Fridays) Annual staff CPD including non-teachers	Comprehensive CPD programme, with attendance from all relevant staff	Termly T&L reports that include CPD review	Part of Academy SEF	CPD Budget	