



**CUCKOO HALL
ACADEMIES TRUST**

Accessibility Plan

Cuckoo Hall Academy

February 2016

ChatPol / CHA / 0033 / 1602a

Cuckoo Hall Academy Accessibility Plan

In line with our equalities policy, these plans aim to address:-

- a) the extent to which disabled pupils can participate in the curriculum
- b) improving physical access
- c) improving the accessibility of information.

a) the extent to which disabled pupils can participate in the curriculum						
Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
To ensure CPD of staff/relevant training	SEN training External & In house Staff meetings e.g. Speech & Language. Motor skills development Social Skills Behaviour Communication packages	CPD for SENCoS and appropriate TAs (Colourful Semantics, Makaton, communication in print) External Specialists	Staff feel more confident working with SEN children	SENCo	Ongoing	Progress evident in identified area of need
Staff Training in the production, implementation and review of provision maps	SENCo to deliver training to teaching staff Drop ins to support teachers in their SEN files	Twilight session delivered by SENCo/possible resource implications where gaps identified	Provision clearly identified for chn with SEND	SENCo	Ongoing	Reviews are conducted every term Teachers are confident in their knowledge and use of referrals for interventions
To Raise awareness Communication	Colourful Semantics training SENCo to develop use of Communication in	SENCo to implement training at INSET and across year. Making appropriate	Staff will be confident working with children with ASD and those with additional communication	SENCo and Assistant SENCo (ESP coordination)	Summer 2016	Communication friendly schools mark well under way

	print and colourful semantics across TAs and teachers	use of ESP speech and language	needs			Wider understanding of communication need across the school Colourful semantics used widely
To implement and maintain a monitoring system to support pupils with a disability	Monitor patterns of attendance of children on SEN register Record pupil achievement	SENCO working alongside the EWO and safeguarding team	A report of SEN attainment and attendance	Educational Welfare Officer SLT	Regular reviews	Improved attendance and standards of the identified children
To ensure appropriate provision for children with hearing loss	Regular visits from Paul Gouge and meetings with class teacher Research Additional provision inv PECs and Makaton where appropriate		Raised of awareness of provision	SENCo	Ongoing	Children with hearing loss and their needs are understood and appropriate intervention is implemented
To implement the communication friendly schools mark to ensure children benefit from additional support	Training to be implemented across the school by SENCO 5 x throughout 2016-17 academic year	SENCO	All teachers aware of expectations	SENCO/Assistant SENCO/Class teacher participating in communication friendly school mark	Sept 2016-July 2017	Wider understanding of children's needs Strategies implemented across school
To offer a range of interventions which meet the needs of the children's need	Training to teachers to build awareness of groups and need Training of groups leads to extend expertise	SENCO EP TA time to offer training	Wider awareness of needs and ways to support chn Whole school approach	Teachers SENCO EP	Ongoing	Wider understanding of children's needs Strategies implemented across school

To ensure that classrooms are SEND friendly and are organised to promote the participation and independence of all pupils	<p>Training to class teachers to build awareness</p> <p>Communication friendly classroom training</p> <p>Promotion of whole school strategies eg colourful semantics</p>	<p>Edmonton School Partnership – speech and language training</p> <p>SENCO to complete communication friendly mark</p> <p>SENCO to give training</p>	<p>Awareness of varying needs</p> <p>Understanding of how to adapt classrooms to be more inclusive</p>	<p>SENCO/Assistant SENCO</p> <p>Class teachers</p>	Ongoing	<p>Wider understanding of children’s needs</p> <p>Strategies implemented across school</p>
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b) improving physical access

Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
Keep corridors clear from obstruction	<p>SLT environment check to identify obstruction</p> <p>Premises Team daily observations</p> <p>H&S meetings and feedback to staff</p>	SLT monitoring cycle/Premises daily duties	For all corridors free from obstruction	Premises/SLT	immediate	Clear access
To provide appropriate access to all users	To build ramp for Current Upper stage outdoor area	£500	Access to outdoor areas	SENCo	Autumn 2017	Participation in outdoor curriculum
To upgrade staff disabled toilet/wash room in the Middle school area	Conversion of the current disabled toilet	£8000	Central Toilet and washroom facilities available with more space	Premises	Autumn 2016	Toilet and washroom in place and easier access

To ensure pupils have full access to school trips and extra-curricular activities	CT to visit prior booking to ensure appropriateness Clear risk assessment Plan trip ensuring access to vehicle suitable for wheelchair users. liaise with parent/carers		To have a central register of companies with vehicles suitable for wheelchair users.	Class Teachers and Phase Leaders	Ongoing	Inclusive travel for wheel chair users.
	Mark all external steps and ramps with yellow highlighting paint		Edges of ramps and steps highlighted	Premises	October 16	Prevention of trips'n'falls

c) improving the accessibility of information.

Target	Strategies	Cost	Outcome	Responsibility	Timeframe	Success criteria
To ensure staff are aware of the range of equipment and resources available	Audit of current resources available Training provided for appropriate staff	In house training	Improves access to resources	SENCo /Premises	Spring 2016	Staff will be more knowledgeable about how to match equipment/resources to a variety of needs. There will be increased opportunity for pupils to improve their learning
To review all policies and their potential impact on disabled people	Devise a rolling programme of review beginning with policies which has most relevance	-	DDA awareness shown in school policy	SMT/Policy writer		All highly relevant policies regularly reviewed and impact identified /amendment made

<p>To improve the Academy Web site functions</p>	<p>Incorporate tools enlarge text</p> <p>Voice sounds for key tabs</p> <p>Different languages</p>		<p>Improved readability and manageability of web pages</p>	<p>ICT Technicians</p>	<p>Spring/summer 2016</p>	<p>Users to access Academy Web site</p>
<p>Increase learning opportunities in all subjects.</p>	<p>Additional staff training for TAs in application and use of symbols in all subjects.</p> <p>Support in the form of observations to support developing TAs to support children in their learning</p>		<p>Extended use of visual resources to all curriculum areas.</p> <p>Communication in print is implemented across the school</p>	<p>SENCo</p>	<p>Spring/summer 2016</p>	<p>Assessment/ observations demonstrates improved value added in all subjects where visual resources have been used and packages such as communication in print is used.</p>