

**THE ELIZABETHAN ACADEMY  
ACCESSIBILITY PLAN 2022-25**



Short Term					
	Targets	Strategies	Outcome	Time Frame	Goals Achieved
1.	<ul style="list-style-type: none"> <li>To ensure that all students can access written information on the classroom board.</li> <li>To ensure all students can hear information and instruction from teachers and can lip read when required.</li> </ul>	<ul style="list-style-type: none"> <li>Seating arranged so that all students can see clearly.</li> <li>Identified resources and strategies are available and known by all staff regarding individual needs.</li> <li>Desktop copies of text are also provided where appropriate.</li> <li>Staff to correctly use audio enhancing technology when required and always face the class when talking. Training to be undertaken.</li> </ul>	<p>All students feel comfortable, safe and included and all are able to access the curriculum.</p>	Ongoing.	All students can access written and verbal information.
2.	<ul style="list-style-type: none"> <li>To ensure that the main school is accessible to disabled visitors.</li> </ul>	<ul style="list-style-type: none"> <li>To keep the lift in working order &amp; ensure arrangements are made for at least one lift operator during Progress / Open Evenings.</li> <li>To provide students who have identified needs, use of a lift key.</li> <li>To ensure at least one parking space near the main entrance for disabled visitors.</li> <li>Meetings held with parents, students and agencies to assess and evaluate procedures.</li> </ul>	<p>All visitors can access the main reception area of school from the front and feel welcomed.</p> <p>All parents are able to access all upper areas of the school in use during Progress / Open Evenings.</p>	Ongoing.	All visitors and the school community feel included on arrival.
3.	<ul style="list-style-type: none"> <li>To ensure Emergency Evacuation Plan includes provision for physically impaired persons in the upper corridors.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure first aid staff are trained in emergency evacuation procedures.</li> <li>To ensure that students have Personal Evacuation Plans where deemed necessary for either short term or long term requirements</li> </ul>	<p>Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed &amp; any necessary training undertaken.</p>	Sept. review	Emergency provision for all in all parts of the school building.

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Medium Term					
	Targets	Strategies	Outcome	Time Frame	Goals Achieved
1.	<ul style="list-style-type: none"> <li>Visual signs are used in all classrooms as signals to the organisation of tasks.</li> <li>Staff become familiar with a variety of technology and practices developed to assist people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Training for all staff using the inset days and strategies for vulnerable groups.</li> <li>Use of task ladder as a common way of working</li> <li>Seek advice from agencies.</li> <li>Include Training from the National Strategy Inclusion Development Programme with whole school CPD training.</li> <li>Implement more varied personalised learning tools and strategies, e.g. laptops, iPads, read/write pens.</li> </ul>	<p>Consistency across departments aids students' organisational skills.</p> <p>Departments use some alternative methods of recording within some lessons.</p> <p>Students are more engaged in learning and are able to access the curriculum through assistive technologies.</p>	Ongoing	<p>All students are more independent &amp; carry out tasks more effectively.</p> <p>Improved access and provision for students.</p>
2.	<ul style="list-style-type: none"> <li>All curriculum areas consider their practice in light of current legislation and developments.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with training of whole school staff.</li> <li>Link with school &amp; department focus upon teaching &amp; learning. At least one INSET training to focus upon inclusive practice each academic year.</li> </ul>	<p>Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs.</p>	Ongoing.	<p>All students have equal access to a broad, balanced curriculum. The school community values diversity.</p>
3.	<ul style="list-style-type: none"> <li>To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>To meet regularly with students, parents and outside agencies to plan access improvements.</li> <li>To develop the use of a sensory room to enable some students the opportunity to re-regulate and return to their learning</li> </ul>	<p>Strategic planning continued at departmental level.</p>	Ongoing.	<p>Raised awareness of the collective responsibility towards inclusion.</p>


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Long Term					
	Targets	Strategies	Outcome	Time Frame	Goals Achieved
1.	<ul style="list-style-type: none"> <li>To improve accessibility of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Increased use of spoken curriculum, increased access to ICT for all pupils. Schemes of work in each department are adequately differentiated to take into account the ability and learning styles of all pupils.</li> </ul>	Raised achievement for pupils with communication difficulties.	Ongoing.	All students have equal access to the curriculum.
2.	<ul style="list-style-type: none"> <li>Suitable provision, adapted to meet the needs of the weakest learners in KS3.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing reviews of deployment of support staff to ensure support is effective and appropriate</li> <li>Monitoring of nurture group to ensure viability</li> <li>Monitor and review extraction provision to support progress for maximum numbers of students.</li> </ul>	A structured and tailored curriculum which continually adapts to meet the numeracy, literacy and basic functioning needs of vulnerable learners.	Ongoing	All students have access to a suitable curriculum.
3.	<ul style="list-style-type: none"> <li>Suitable provision, adapted to meet the needs of the weakest learners in KS4.</li> </ul>	<ul style="list-style-type: none"> <li>Review the options process and the Foundation Learning Pathway.</li> <li>Review core GCSE's for all and implement alternatives where necessary</li> <li>Increased use of alternative qualification where appropriate</li> </ul>	Offer a personalised and structured curriculum, developed to support vulnerable learners which comprises of suitable qualifications.	Ongoing	All students have access to a suitable curriculum.

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<b>DATE OF THIS REVIEW:</b>	1 <sup>st</sup> March 2022
<b>SIGNED ON BEHALF OF SENIOR LEADERSHIP TEAM:</b>	
<b>DATE:</b>	1 <sup>st</sup> March 2022
<b>GOVERNING COMMITTEE:</b>	Quality of Education
<b>SIGNED ON BEHALF OF GOVERNING BODY:</b>	
<b>DATE:</b>	
<b>DATE OF NEXT REVIEW: (Three years)</b>	February 2025