



Yeoman Park Academy

Accessibility Appendix November 2020

Published: Nov 2020	Next review: Nov 21	Statutory/non: Non-Statutory	Lead: Courtney Hoop
Associated documents:			
<ul style="list-style-type: none">• Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)• The Equality Act 2010			
Links to:			
<ul style="list-style-type: none">• DA – SEND Policy			



Diverse
Academies

Curriculum Access	Targets	Strategies	Outcome	Goals achieved
Medium Term	<p>All curriculum areas consider their practice in light of current legislation and developments</p> <p>To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum</p>	<ul style="list-style-type: none"> • Continue with training of whole academy staff. • Learning walks and observations to highlight any issues around inclusive practice • To meet regularly with students, parents and outside agencies to plan access improvements, i.e.: Occupational Therapists, Physiotherapists, Speech and Language Therapist. 	<ul style="list-style-type: none"> • Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs. • Strategic planning continued at faculty level. • All stakeholders have an active part in Academy improvements. 	<ul style="list-style-type: none"> • All students have equal access to a broad, balanced curriculum. The academy community values diversity. • Raised awareness of the collective responsibility towards inclusion.
Physical Environment	Targets	Strategies	Outcome	Goals achieved

<p>Short term</p>	<p>To ensure that the academy is accessible to disabled students/visitors/stakeholders.</p> <p>To ensure each student who requires one has a Risk Assessment, Safe System of Work and Personal Emergency Evacuation Plan.</p> <p>To ensure all student needs are disseminated to staff to provide comfortable learning.</p> <p>To ensure timetabling and classroom allocation takes into account reasonable adjustment.</p> <p>To ensure each student, who requires it, has relevant equipment to achieve comfortable learning.</p>	<p>To ensure at least one parking space near the main entrance for disabled visitors.</p> <p>To ensure the drive and car park are free from obstruction.</p> <p>Meetings held with parents, students and agencies to assess and evaluate evacuation procedures</p> <p>SEN/Strategies folder, EHC Plan, physiotherapist and O.T. management programme update all TAs and relevant staff.</p> <p>Allocated time given to ensure each student has a change of position to achieve comfortable learning.</p> <p>Classrooms are provided with appropriate equipment for Moving and Handling i.e.:overhead hoists, Mobile hoists, changing plinths.</p> <p>Students have relevant equipment to achieve comfortable learning i.e.slings, class chairs, standing frames, acheevas.</p>	<p>All students and visitors can access the main reception area of academy from the front and feel welcomed.</p> <p>Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed & any necessary training undertaken.</p> <p>All students accessing a broad and balanced curriculum</p>	<p>All visitors and the academy community feel included on arrival</p> <p>Emergency provision for all in all parts of the academy building.</p>
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