CORLEY ACADEMY

Inclusion Aspiration Perseverance Independence

Corley Centre

PLEASE NOTE THIS POLICY REFERS TO CORLEY ACADEMY, AND WILL BE UPDATED AT REVIEW DATE.

ACCESSIBILITY PLAN
2021 - 2024

The vast majority of students attending Corley Academy have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

This policy will be reviewed by the Governing Body every three years.

The policy was reviewed and agreed by the Governing Body on 25th March 2015.

Reviewed Spring 2018
Reviewed Autumn 2021

Corley Academy Accessibility Plan 2021- 2024

Corley Academy is committed to providing an environment which:

- Values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs
- Challenges attitudes about disability and accessibility within a culture of awareness, tolerance and inclusion
- Has high expectations and aspirations for all students
- Plans for and supports students autism needs

The school is committed to making reasonable adjustments to allow all students to access educational provision.

The school plans to increase the accessibility of provision for all students, staff and visitors in the following areas:

- Increase the extent to which all students can access the school curriculum taking in account their SEND and autism.
- Increase the participation of all students in the life of the school and within the wider community
- Improve the physical environment of the school
- Ensure effective communication between the school and students, parents and carers, and the wider community

As a school, we are committed to listening to the opinion of anyone who has difficulties in accessing what our school has to offer. Their needs and views will be taken into account in the provision we make. Our priorities will always be to provide for the needs of the students and adults already in school, and then to plan for those who will soon be joining us.

AREA	TARGETS	STRATEGY	LEAD PERSON	TIME SCALE	PROGRESS AGAINST TARGET AT REVIEW DATE
CURRICULUM	To ensure high quality autism education across all areas of the school.	Staff self assess their ASD knowledge and skills using the AET Competency Framework to identify areas for individual and whole staff development.	SENCO	Reviewed twice yearly	
	To ensure ASD best practice teaching strategies are consistently used throughout the lesson to ensure students make progress at a rapid and sustained pace.	• New staff induction: ASD Training Day	SENCO	Timetabled throughout the year	
		• Peer Lesson Observations	Deputy Head		
		• School CPD Sessions	Teaching and Learning Group		

		• Teaching Over Time: Individual and whole staff strengths are shared and areas for development are identified and action required.
		  o Lesson Observations
		  o Learning Walks
		  o Work Scrutiny
			SLT		

To ensure key teaching staff are trained to meet the particular curriculum needs of the main other disabilities that effect our students, namely ADHD, hearing and visual impairment, dyslexia and attachment difficulties.	To ensure that: • Students' additional needs are recognised on admission to school • appropriate staff training is given • appropriate in-class provision is made.	SENCO	Ongoing	
To ensure all staff are aware of students' individual needs and make accommodations within their lessons.	Pen Portraits circulated to all teaching staff upon a student's entry to the school. Provision Map of students available to all staff: • Strengths and interests • Areas of individual need • Previous and current target intervention	SENCO	Ongoing To be introduced in 2015 and updated half-termly	
To ensure students' individual needs are targeted through timely and appropriate intervention.	Individual student's literacy needs and effective strategies are identified by all staff and circulated so that literacy is strengthened across the curriculum.	English Leader	Start of year CPD session	
	Students' progress is monitored half-termly and targeted intervention provided for those students not making	Progress Managers HLTA	Reviewed half-termly	

	expected levels of progress.	[Intervention] SENCO Deputy Head		
	Students' reading age [decoding and comprehension] are measured through routine annual assessment and those students falling below age-appropriate norms receive targeted literacy intervention.	HLTA [Literacy intervention] English Leader	Reading ages gathered annually	
To routinely use signs and symbols to guide learning.	Visual symbols used in all lessons to alert students to the Personal Learning and Thinking Skills accessing in lessons.	All Teaching staff	Ongoing	
	Communicate in print software used with images in lesson presentation.	SENCO		
To increase the use of communication aids.	Full set of i-pads available to use in all lessons on loan basis.	ICT Leader	Ongoing	
	ICT 2 computer suite available on a booking basis for use of laptops during lessons.			
	ICT 1 computer suite available to book at certain periods during the week.			
To ensure student work is adapted effectively for every student and	• Frameworks provided • Visual instructions • Chunked work	All Teaching Staff	Ongoing	

	appropriate to their specific learning difficulty.	• Differentiated activities		
	To ensure appropriate access arrangements during public examinations.	All students in the school are considered for access arrangements in Year Ten.	Deputy Head Qualified Access Assessor	Ongoing
PARTICIPATION	To ensure students are involved in important decisions which affect them within the school.	• School Council: All Mentor groups have elected representatives on the school council.	Deputy Head	Elections at the start of every school year
		• Student Baraza: All Mentor Houses meet every half term to discuss any issues raised by the students about the school. Senior Link staff reply to the issues raised and act on suggestions	Senior Links	Half-termly
	To ensure all students have fair access to appropriate off-site and on-site activities including extended school ones.	To provide for all students: • During and after school clubs to cover a wide range of interests and abilities • Involve outside agencies to provide after school activities: o Local horse-riding stables o Coventry Football club	Deputy Head	Ongoing
	To increase the	• Involvement in outside agencies during enrichment activities:		

	opportunity for learning and leisure in the external environment.	o Local horse riding stables o Drama activities • Regular attendance at sporting events outside school • Regular attendance on educational visits • Whole-school Focus days • Widen the remit of Forest School	PE Leader Subject Leaders Deputy and Assistant Heads		
PHYSICAL ACCESS	To ensure Corley Academy is accessible to all users. Continue to review and	• A room is available which provides full access for meetings • Disabled toilet available • Designated disabled parking space • Yellow lines on stairs to guide students with impaired vision • Ear defenders available in all rooms All students have a risk assessment on entry to school and money is set aside	School Business Manager School Business	In place Ongoing	

		to respond to individual needs. All new developments at the school, including remodelling and renovation, take recommended physical access regulations into account.	Manager		
improve access to buildings, classrooms and corridors.					
INFORMATION	To maintain a comprehensive website.	The school website is kept up to date to provide: • Essential information for students • Essential information for parents • Information for prospective parents • The school's mission statement and essential policies and procedures • An update of current and recent events and activities	School Business Manager and ICT Leader	New website launched 2014 – 2015 Update of content Ongoing	
	To develop a website page for each subject area.	To develop a website page for each subject that will provide easily accessible curriculum activities for students related to subject schemes of work and homework	ICT leader	Process to commence 2015 – 2016	
	To ensure effective communication between adults and students in	Students have scheduled meeting times with teachers: • Weekly meeting with Mentors to	Mentors	Ongoing	

	the school.	agree individual target for the week • Half-termly meetings with subject teachers to discuss progress and next steps in learning	All Teaching Staff		
	To ensure effective communication between school and parents.	• Student planners sent home daily • Half-termly monitoring of student approach to learning and progress towards target grade sent home in KS4 and Post 16 • Termly monitoring of student approach to learning and progress towards target grade sent home in KS3 • Annual full academic report • Annual parent – subject teacher conference • Annual reviews of provision between SLT and parents	Deputy Head Admin staff [Assessment and Reporting]	Ongoing	