# ACCESSIBILITY ACTION PLAN 2015-2017

**NOVEMBER 2016**

**AUTHOR: MRS M BRADY**

**WMG ACADEMY FOR YOUNG ENGINEERS**

# ACCESSIBILITY ACTION PLAN 2015-2017

|  |  |  |  |
| --- | --- | --- | --- |
| **Author:** | M Brady | **Version:** | 1 |
| **Date Approved:** | November 2016 | **Date for Review:** | November 2017 |
| **Monitoring, Review and Evaluation:** KT, MB | | | |

**WMG Academy for Young Engineers: Accessibility Action Plan: 2015-2017**

In ensuring that the WMG Academy meets its legal duties under the Equalities Act 2010. The following action plan has been put together focussing on 3 main areas.

* Developing the physical access to the building and facilities
* Developing participation in the curriculum for all. ensuring the curriculum entitlement and access for all
* Improved access to information for parents and student

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aim** | **Action** | **Lead** | **Evidence** | **Timescales** | **Review** |
| Student performance:  Ensure all learners are making the best possible progress | In monitoring performance analyse different groupings of learners to ensure equality of opportunity  To implement intervention as appropriate to close performance gaps | MBr | All groups are performing within target threshold and there are no significant differences in performance between groups | Every Key Assessment (3x annually) |  |
| Teaching and Learning allows all pupils to reach their highest level of attainment | Materials used are not stereotyped  Promote attitudes and values that challenge discriminatory behaviour  Range of teaching strategies are used to ensure access for all | KHa | Teaching resources ensure no stereotyping  Schemes of work are mapped to SMSC outcomes  Lesson observations shows range of strategies used. | Evidenced through QA lesson observations  Annually  QA Process |  |
| Curriculum | Ensure that PSHE and Citizenship curriculum covers issues of equality.  All subject areas promote and celebrate the contribution of different groups within our culture  Seek to involve all parents in their child’s learning.  All students to have access to qualifications which recognise attainment and achievement and promote progression  Provide educational visits and extra -curricular activities that involve all student groupings. | MBr | Anti-discriminatory behaviour built into Pastoral plans  Mapping and observation  Parents invited to participate in parental forum. Non-attendance to parents evening followed up.  GCSE, Cambridge Nationals, BTEC, Cambridge Technicals, ECDL  EV policy in place – inclusive approach to visits, support for those in challenging financial circumstances | Complete  SOW and lesson plans  Termly  Annual curriculum review in November  Ongoing through evolve |  |
| Resources | Ensure that resources are appropriate to all student groupings and reflect diversity and inclusivity.  Resources should be equally accessible to all learners  Reflect positive role models and raise awareness of equal opportunity issues. | KTa  Pwi  ERd | Departmental capitation distribution  SENCo to inform on accessibility of resources e.g. visual impairment  Monitoring of destinations and potential progression routes. | Annual review at Audit  Ongoing  October |  |
| Physical environment | Ensure that the physical environment of the building allows access for all learners  Displays within the building are of high quality and reflect diversity | GJa  Mbr | Reasonable adjustments made  Displays meet needs of all | Ongoing – health and safety meetings take place every month - minutes |  |
| Staff Recruitment and Professional Development | Staff development on equality policies and practices  All those involved in recruitment and selection are trained in equality and diversity.  Employment policy and procedures are reviewed regularly to check conformity with legislation and good practice.  Review representation at application, interview and appointment. Develop action plan for any areas of concern. | KTa | Equality policies highlighted on induction week | Training is refreshed as required |  |
| Information – website etc | Communications are reviewed to ensure that they meet the needs of all learners and their parents.  Information available about the WMG Academy is available in different formats e.g. languages etc. for admissions purposes  Usability assessment to ensure that website complies with best practice (eg ability to change font/colours, labels on photographs). | Kta  Kta  Gja | Parents able to request any additional needs for communication  Available on request  Website meets usability assessment | Full website review in October 2016 |  |
| Decision making | Equality impact assessment is integral to all policy development and as appropriate a statement included in the policy itself. | KTa | Policies reflect diversity for all. | Continual review |  |