

Handsworth Wood Girls` Academy operates in line with the principles and legal requirements of inclusivity and accessibility. As an academy we strive to continually improve all aspects of the experience we provide for our students and parents/carers, with the accessibility plan specifically focused on the physical environment, the curriculum and our information to parents/carers.

In seeking to improve the quality of our provision, we regularly inform, consult and engage with students, parents and carers. We are an open and welcoming institution with an open door policy to ensure all individuals feel able to raise issues as we appreciate these issues are possibly going to raise issues which will ultimately benefit others.

In terms of our student intake, we accept students whose needs we can meet, whatever those needs may be. We work with the authority to identify where needs can and cannot be met to ensure students have the best possible chance of achievement. We act on advice given by external agencies and the authority, sharing information with staff are appropriate and reviewing individual progress regularly.

Where issues occur we will make all reasonable adjustment to meet individual needs.

Transition is carefully managed and the Senco will attend all reviews at KS2 / 3 transition to which she is invited. It is usual for students with needs to visit the academy prior to Induction Days to ensure physical suitability of our placement and support any concerns, for both students and families, around change of school.

Accessibility is focused on the three areas of Environment, Curriculum and Information.

Our strengths include :

**Environment - Physical**

A medium sized site which is flat , having field and tarmacked areas for students with a clear pedestrian pathway ;

Benches and tabled areas outside ;

Table tennis tables ;

Peace garden ;

Separate secure car park ;

Colour edged stairs with landings part way between each floor ;

One way system for movement ;

Duty staff in all key areas.

### **Environment - Social**

School nurse

School Futures Manager

Extensive welfare team; form tutors/Head of Year/Head of Key Stage / Support Managers

Notice boards for key information

Climate of openness

Sharps System

House system which includes charity / fun / competition foci

Assemblies each week for each year

School Council

Merit Shop

### **Curriculum**

Citizenship Days which include a range of social and educational issues which are relevant and appropriate to student lives today

A mixture of grouping options for different subjects, all identified as appropriate for meeting the various needs of our students

PHSE programme

Tutor time which is structured and relevant

Personalised timetables as appropriate

### **Information**

Confidential Sharps System

Parents Evenings with subject staff

Information Evening to support access to Firefly

Letters and texts home

Staff links with external agencies

Objectives	Code	Actions			Evidence	Time
		How	Who	Resources		
To ensure autistic pupils have a supported learning and social environment	E C	Ensure termly academy /home contact; Level 1 training for all relevant staff; Level 2 training for lead practitioner; TA support	Senco	Phones/letter/meeting	Records of conversations/meetings	TBC
				Time	Attendance register	2 hours
				Time; cover	Attendance register	2 days
				Academy budget	TA timetables	As required
		Friendship strategy groups	As appropriate	Time	Programme of content; invites; attendance record	Lunchtimes
To maximise pupil achievement through accessing	C E	Provide specific resource requirements for staff on strategy/IEP sheets :	Senco	Strategy sheets; IEPs; Firefly	Class resources appropriate to individuals :	On-going; reviewed annually through SLT reviews ; annual parent /
					i) All learning environments	
					Student feedback	
					Staff feedback	
					Parent/carer feedback	

		Establishment of single point of information for staff (Firefly)  Provide appropriate furniture		Desks, chairs, science furniture as appropriate		student written review
To ensure pupils are able to communicate effectively with others, both as speakers and listeners	C E	Assessment & delivery of appropriate S&L therapy : information & training for staff	Hayley Greatorex ; Senco	Funding ; time ; D.McQueen / H. Greatorex ; space - room and secure storage	Consistently improved clarity of speech ; Sstaff able to more confident and able to effectively support progress in improving communication skills - higher literacy levels.	2017-18
To ensure all pupils have access to curriculum through resources appropriate to their needs	C E	Effective communication & monitoring of individual needs, internal & external; Establishment of single point of information for staff; Parental input at reviews /	All staff  External agencies	Firefly	Information passed on; observations; meeting notes; annual student & parent/carer review information progress levels / examination results : quality of leaning	2017-18

		and through questionnaires: Academy CPD focus of teaching & learning	S.Yates / SLT SLT Insight reviews	CPD time & resources as relevant to sessions SLT / Heads of Faculty		
To ensure all exam access is implemented	C E	Monitor levels & progress; PSS testing; JCQ requests	HoSP;HoD;Senco; Exam officer ; Pupil & School Support Service	Examples of work;reading & test scores;PSS assessments; Form 8	Folders of evidence;JCQ Form 8; Inspection notes	On-going
To develop language skills,with particular reference to our weakest students and our EAL students	C I	Quality teaching with focus on key words & reciprocal reading strategies; EAL group S Thind; Literacy clubs; Class readers ; H O`Rouke (Literacy Co-ordinator) Planners	S Thind Senco H O`Rouke All staff	Planners; Staff; The House - EAL group S Thind; Literacy Clubs; H O`Rouke(Literacy Co-ordinator); Firefly information and strategies; Class reading books	Progress grades ; Reading ages; Lexia levels of progress; exam grades; levels of progress	On-going
Increasing memory capacity	C I	Quality teaching	All staff	Staff Firefly information	Progress grades; confidence & engagement of students	On-going

