

Spring Common Academy Equalities and accessibility plan review 2016

You said

1. To track staffing analysis using equalities descriptors and report outcomes or issues to Personnel Committee.

2. Appraisal and evaluation:

2.1 All staff to complete a self - audit in relation to Equalities and accessibility to discuss with their appraiser by September.

2.2 Continue to plan staff training to develop knowledge of Communication systems for pupils and to review progress at appraisal.

3. Training:

3.1 All staff to access training for Communication systems of pupils and impact assessed termly.

3.2 Teaching Assistants to develop competencies to support the development of language and reading and can track their professional development.

3.3 Development of subject knowledge tracked for teaching assistants to support new classes for 2015 -16.

3.4 Staff to develop knowledge and competency of SEND with developmental curriculum examples.

We Did

We used the staffing information for Single duty equalities review in April 2015

Staff audit completed and reported to Personnel and to Training and Development Assistant Head for staff training implications.

Communication and Interaction Manager provided a Training plan for Curriculum Committee and appraisals had targets for staff.

Staff access to training maintained. We next need to measure impact termly in the next plan.

Literacy Manager will continue to follow up staff training opportunities for new and less experienced staff.

Staff subject knowledge was checked to plan staffing requirements.

Staff training plan focused on priorities from appraisals and school priorities. Sensory chosen as deeper theme for February 2016.

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3.5 All staff to develop AET Autism competency standards.

4. Premises

4.1 Additional Key stage 3 classroom for September 2015.

4.2 Follow up plans with the Local Authority to develop further classroom capacity for Key stage 4 for September 2016 as designed by architect plan.

4.3 Further hoist tracking to be developed with new rooms and adaptations to Early Years and Key stage 1 classrooms.

4.4 LED lighting to support accessibility using DfE funded grant if successful.

4.5 Plan more storage for wheelchairs and equipment.

4.6 Plan replacement of projectors and interactive white boards and computers over the next three years.

4.7 Plans to develop further classroom capacity for Key stage 4 for September 2016 and additional facilities as designed by architect plan.

NAS review for reaccreditation and assessment conducted and led by Assistant Head which includes AET standards. Training programme included Induction for new staff.

Key stage 3 classroom and lobby completed in September 2015.

No progress made with additional accommodation

Hoist tracking provided for new rooms for Early Years and Key stage 1

DFE funding not available but new LED lighting was provided.

This is still an issue but the new Store managed by the Local Authority has reduced storage.

ICT Coordinator recommended 3 year plan to Curriculum Committee which has started.

Architect plan established in 2015 but changing needs of the school will mean an update is required.

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5. Curriculum

5.1 Continue Autism training and opportunities to widen the application of TEACCH.

Assistant Head _ Autism and Specialist Teaching Assistants for Autism have responded to external adviser from NAS to extend use of TEACCH and this has improved.

5.2 Continue developmental curriculum for SLD pupils to include access to a multi – sensory dimension into medium term plans.

Curriculum revision has changed the multi – sensory offer and the specialist Assistant for sensory has supported management of resources. Focus on Sensory training with Health professionals in February.

5.3 Continue development of pupil feedback and marking policy.

Further staff focus and training implemented to ensure use of marking system and this has been monitored through work scrutiny.

5.4 Design and implement a Literacy project to develop language and reading to impact on delivery and raise standards.

Literacy Manager has formed an action plan and focus on language and reading and conducted learning walk with Communication and Interaction Manager.

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