

Improving Curriculum Access at Hazel Leys Academy

All Greenwood Trust Academies have in place a variety of access arrangements (see 'Disability Access Provision')

Equal Opportunities practices should be evident in

- the formal curriculum (the programme of lessons)
- the informal curriculum (extra-curricular activities)
- the 'hidden' curriculum (the ethos of the school, SMSC, the quality of personal relationships etc.)

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Increase confidence of teaching staff in differentiating and adapting the curriculum.	Undertake audit of staff training needs on curriculum access.	ongoing	SENDCO	Raised confidence of staff in strategies and adaptive teaching and increased pupil participation.
Develop consistent approach to 'adaptive teaching'.	Develop relevant training. CPD opportunities.	ongoing	SENDCO/Principal	
	Assign professional development sessions to training identified needs (e.g.) dyslexia, differentiation, alternative recording.	ongoing		
	Collate ideas about different methods of recording from Teachers and external agencies, such as Special Needs Support Service.	ongoing	SENCO/Teachers	
Ensure that all children have access to the curriculum regardless of their disability.	Adaptations to activities where necessary to enable every child in a class to access them.	ongoing	SENDCO/Teachers	All children will be able to access the curriculum and show progress with learning regardless of their disability.
	Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (eg. coloured backgrounds,	ongoing		

	<p>visual and kinaesthetic resources, support materials etc.)</p> <p>Refer to and take advice from external agencies about provision required for specific children. Hearing loops for hearing impaired children and adapted equipment and learning environment for visually impaired children where recommended.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p> <p>Use of technological aids, such as Immersive Reader to support children as required.</p> <p>Access of written information for pupils with Dyslexia.</p>	<p>ongoing</p> <p>as and when required</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	TAs	
Ensure staff have access to training on specific learning/disability issues.	<p>Use staff audit to identify training needs.</p> <p>Staff to access CPD courses relevant to the needs of the children within the setting.</p> <p>Staff have relevant access to training on specific learning/ disability issues affecting children they work with, such as Smartlog and Learning Alliance</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	SENDCO/Principal	Raised confidence and skills of staff to deliver specific intervention needs.
Ensure all staff are aware of children with specific	Staff adapt the Curriculum Plans for children with specific learning needs.	by need	SENDCO/Principal Individual Teachers	All staff aware of an individual pupil's access to the curriculum needs.

learning needs/disabled children's curriculum access.	<p>Identification on main data tracking system.</p> <p>Set up a system for information to be shared with appropriate staff.</p>	ongoing ongoing	Teachers SENDCO	<p>Staff able to access the SEN file on HLA for electronic copies of paperwork.</p> <p>Files relating to specific areas of SEND as outlined in SEND Code of Practice available to all staff for reference.</p>
Ensure staff are aware of and able to use SEN resources as necessary to a child's needs.	<p>Maintain all SEN resources and make available to all staff.</p> <p>Identify gaps in provision and look at purchasing resources to fill those gaps.</p> <p>Run individual training sessions/cascade in staff meetings on use of resources.</p>	ongoing ongoing as required	SENDCO SENDCO/Principal SENDCO	Continued use of SEN resources in mainstream classes. Inclusion of technology.
Ensure school trips are accessible to all.	<p>Ensure all trips are risk assessed and logged in Evolve.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made where possible.</p>	ongoing/by need ongoing/by need	Principal/OVC Staff organising the Educational Visits	All children in school able to access school trips and take part in a range of activities to meet need.
Raise awareness of disability equality issues and review all curriculum areas to include disability issues.	<p>Ensure a range of disabilities are represented in curriculum resources, displays etc.</p> <p>Ensure disability issues are discussed with the children across the curriculum and in assemblies.</p>	ongoing ongoing ongoing	Principal/Teachers SENDCO/Principal PSED Leader	Staff and children have an understanding of range of disabilities and achievements of people living with disability.

	Promote awareness of disabled achievement and participation in the community e.g. Para Olympics. Seeking opportunities to get people in and/or raise awareness through international/national media.			
Ensure academy information materials are accessible.	Provide alternative formats for access where needed. EXTERNAL NOTICEBOARDS and website display posters and information of access to areas of support/supportive services such as the Family Support Worker, external SEN workshops.	by need ongoing	SENDCO/Principal SENDCO/Principal	Parents / carers feel confident in the information they have about the school.
Children become more aware of their learning styles and access needs.	Encourage pupils to express their access needs and explore learning styles.	ongoing	SENDCO/All Teachers	Children able to articulate their access needs and understand their own learning styles.
Use of classroom walls and environment to support the curriculum.	Maths, English, Science, History and Geography working walls in every classroom. Academy values posters displayed in each classroom to promote positive behaviour. The 9 Principals of High Quality Inclusive Teaching in GAT displayed in each classroom	ongoing in place in place	Teachers	Children are able to use working walls to improve their work. Children's behaviour reflects Academy values. Teachers/TAs implement the 9 Principals daily in their lessons.
Use of physical apparatus to aid access to learning.	Use of Numicon and Dienes rods to support mathematical thinking and recording. iPads with personalised apps to meet the needs of specific children. Wobble cushion and sensory fidget toys.	in place	Teachers/TAs/SENDCO	Children have access to resources daily during lessons.

Improving the Delivery of Written Information at Hazel Leys Academy

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Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure academy information materials are accessible.	Provide alternative formats for access where needed. EXTERNAL NOTICEBOARDS and website display posters and information of access to areas of support/supportive services such as the Family Support Worker, external SEN workshops.	by need ongoing	SENDSCO/Principal SENDSCO/Principal	Parents / carers feel confident in the information they have about the school.
Improve access to all written information for pupils and parents with EAL	Brochures/newsletters/Academy website all checked for accessibility at a low-level English. Google Translate available in school.	ongoing	Principal/office staff/SENDSCO	Parents with low-level English are able to access information.
Improve access to all written information for parents with learning difficulties	Brochures/newsletters/Academy website all checked for accessibility at low level of English	ongoing	Principal/office staff/SENDSCO	Parents with low-level English are able to access information.
Ensure access to curriculum texts for pupils with visual impairment.	Review of curriculum materials and visual aids e.g. magnifier, iPads and IWB with use of correct font	as and when required	SENDSCO	Visually impaired pupils have access to required resources.

	<p>type and size and coloured background (if suitable).</p> <p>Seek advice from visual impairment team.</p>			
<p>Improve access to all written information for pupils with communication difficulties e.g. ASD</p>	<p>Visual Timetables used in all classrooms</p> <p>Individual Timetables used for pupils with ASD</p>	in place	SENDCO/Teachers	Pupils use communication cards to communicate their needs.
<p>Promote use, knowledge and understanding of other languages and speakers where English is not their first language.</p>	<p>Welcome signs in different languages and showing the flags of the different countries on a Diversity Display board.</p>			
<p>Promotion of independent working for pupils</p>	<p>Classroom resources available including word and maths mats, number cards, timetables grids, vocabulary and practical resources</p>	in place	Teachers/SENDCO	Pupils have access daily to the resources in lessons.