

Ormiston Victory Academy Curriculum Accessibility Audit – Jan 2017

Subject	Possible barriers to students accessing the curriculum	How are these barriers overcome? What strategies/alternative arrangements are in place?	How do you ensure written information is accessible to all students?	Further information?
English	<p>Low literacy and numeracy skills can restrict students' access. Students are required to do extended writing on a regular basis and access large texts.</p> <p>Large number of skills for students to be taught for them to access assessment.</p> <p>Large number of key terms that students need to learn.</p>	<p>Literacy Strategies:</p> <p>Sentence starters</p> <p>Differentiated texts</p> <p>Key terms</p> <p>Texts broken down</p> <p>Synonyms used for difficult language.</p> <p>SPAG consistently marked across department in assessments and book work.</p> <p>Good literacy consistently modelled by teachers.</p> <p>Multiple Skills -</p>	<p>Work produced on paper and board for students if needed.</p> <p>Copies of texts enlarged to A3 if necessary.</p> <p>Coloured overlays used for students if necessary.</p> <p>Texts made available to students in paper form if internet access at home for homework is not available.</p>	<p>Wheelchairs and crutches are dealt with by moving the student in the class to an area where there is more accessibility in the classroom. Students with mobility issues enter the classroom first and leave slightly early to ensure they are not caught up with other students. Class on the first floor of the building are accessible by the lift.</p>

		<p>Skills shared between different lessons. These are taught throughout from year 7. Key skills embedded early on into assessments. Feedback given with these skills in mind.</p> <p>Skills taught through frequent assessment and exam practice further up the school.</p>		
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Mathematics	<p>Exam questions can contain lots of words, especially technical, making it hard for some pupils to judge exactly what the question is asking for and the maths skill required.</p> <p>Print in text books can be difficult for some pupils to read.</p> <p>White boards can be difficult to read for some pupils.</p>	<p>Lots of exam practise with wordy questions; teaching pupils how to read questions carefully and underline key points needed to understand maths involved.</p> <p>Encourage pupils to use coloured glasses and overlays. Print on coloured paper for certain pupils.</p> <p>Ensure certain pupils are sat directly in front of the board, near the front of the room.</p>	<p>Work produced on paper and board for students if needed.</p> <p>Copies of texts enlarged to A3 if necessary.</p> <p>Coloured overlays used for students if necessary.</p>	<p>Edexcel exam board is known to use more 'wordy' questions, but recent conferences have shown this is being addressed and future exam papers should contain less text in the questions.</p>

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Art	<p>Students may struggle with technical aspects of some of the materials and techniques.</p> <p>Art specialist literacy and difficulty with expressing ideas and analysing other's work.</p> <p>Weak drawing skills.</p> <p>Students may be allergic to materials we use in the department.</p> <p>EAL – limited use of subject specific language.</p>	<p>1:1 support from technician. Specialist training for regular LTA in lesson.</p> <p>LTA/ VIP guide which has specific differentiated writing frames and guidance.</p> <p>Differentiated drawing mats to support with formal elements.</p> <p>Close monitoring with H&S and alternative resources being provided.</p> <p>Writing frames. SBU in lesson for y10 group with many EAL students.</p>	<p>Students have access to differentiated writing frames for KS3/ KS4/ KS5 all abilities (colour coded). All available on google classroom.</p> <p>Key words displayed around the room.</p>	


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Beauty	<ul style="list-style-type: none"> • Practical activity such as getting on and off the bed. • Removal of clothing to allow for hand and arm massage, foot massage or head massage. • Use of low level chemicals to hands and nails. 	<ul style="list-style-type: none"> • If a student is unable to get on the bed the treatment will be carried out using the stools and chairs. • If for religious reasons a student is unable to remove clothing the massage will take place without any massage oil and over the clothing. • If for other reasons such as disability clothing cannot be removed the treatment will be adapted to suit individual student needs. • If a student is allergic to any of the products of low level chemicals different products will be sourced to suit. 	<ul style="list-style-type: none"> • All written information is provided on hand outs or power points for students, for those that need power point presentations are printed and handed out. • Colour handouts provided for those that require it. • Over lays used. 	<ul style="list-style-type: none"> • Frequent activity carried out such as manicure, pedicure, Indian head massage and facial.

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Business Studies	<p>Lack of confidence/Fear of Participation/self-consciousness</p> <p>Numeracy</p> <p>Business terminology</p> <p>Literacy</p>	<p>Group activities leading to peer supported group presentation. Small tasks at first then more in depth requirements as confidence builds.</p> <p>Clear step by step procedures. Review of basic concepts such as percentages and ratios to enable application to case studies.</p> <p>Wall displays with clear explanation of terms. Also terms used regularly in class with direct questioning to assess and reinforce understanding</p> <p>Sentence starters</p> <p>Differentiated texts</p> <p>Key terms on board every lesson.</p> <p>SPAG checked, required corrections identified</p>	<p>Reading filters in appropriate colours</p> <p>Computer audio via headphones available as required</p> <p>Glossary of all key terms built up as curriculum develops. Handouts and slides placed on student shared drive for anytime anywhere student access.</p> <p>Computer audio filters and overlays as needed.</p>	<p>To ensure no student is left behind. Remedial sessions arranged to assist completion of work.</p> <p>Coursework supported using model answers for reference.</p>

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Catering	<p>Practical tasks: Physical access to the kitchen</p> <p>Practical tasks: Hand weakness/disability</p> <p>Practical tasks: Hand weakness/disability</p> <p>EAL: key terminology in catering – range of Catering French terminology</p> <p>Obtaining ingredients</p> <p>SEND: following tasks</p>	<p>Adjustable height work bench, sink and hob.</p> <p>Food processors to replicate hand tasks (rubbing in, grating)</p> <p>Easy grip equipment to enable inclusion</p> <p>Large colourful words round the room – repetition, reinforcement in practical and theory sessions. Online revision tasks.</p> <p>School provides where necessary</p> <p>Tasks chunked and modelled in every practical lesson</p>	<p>Recipes in picture format if required. Translated recipes if language skills are limited.</p> <p>Coursework support/helpsheets - modelled examples, sentence starters.</p> <p>Recipes in larger font</p> <p>Recipes with tick boxes, to help guide through the stages.</p> <p>Resources/Recipes shared on google classrooms for students to revisit if required.</p> <p>GCSE written paper available online to help with handwriting barriers.</p> <p>Readers in practical exams & end exams.</p>	Individual activities may need to be mentioned specifically here

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Childcare	<p>Visual stress.</p> <p>Dyslexia, dyspraxia and/or other problems concerned with writing.</p> <p>Physical disabilities.</p>	<p>Use of overlays where necessary</p> <p>Students can present coursework in alternative ways, for example through the use of graphs, posters and visual displays rather than purely written work.</p> <p>Use of literacy software</p>	<p>Individual copies of all written information including hand-outs, text-books, course handbooks etc.</p> <p>Use of diagrams, videos and written text produced in larger font</p>	<p>Identifying students with barriers to learning and addressing their particular needs</p> <p>Use of an appropriate seating plan to support students who are easily distracted, have sight or hearing difficulties.</p> <p>Giving students choice in preferred methods of presenting information and/or coursework.</p> <p>Use of differentiation</p> <p>For students attending placement, discussions take place with placement supervisors to raise awareness so students are not disadvantaged and can,</p>

				<p>for example, change the colour of computer screens, use appropriate fonts for written instructions, receive verbal feedback on their progress etc.</p>
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	EAL	<p>with use of overlay if required.</p> <p>We request support for our EAL students in KS4, as we have a lot of key terminology that may be new. In KS3 we are lucky that our subject allows for a lot of Kinesthetic learning. We are able to show students and teach key vocabulary though using equipment and materials.</p>		<p>See image below.</p> 
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Humanities (Geography, History, SMSC, Philosophy, Psychology)	<p>Low literacy and numeracy skills can restrict students' access. Students are required to do extended writing on a regular basis and access large texts.</p> <p>Topics can be emotionally difficult for students.</p> <p>Large number of skills for students to be taught for them to access assessment.</p> <p>Large number of key terms that students need to learn.</p>	<p>Literacy Strategies: Sentence starters Differentiated texts Key terms on board every lesson. Texts broken down (chunked) Synonyms used for difficult language. SPAG consistently marked across department in assessments and book work. Good literacy consistently modelled by teachers.</p> <p>Difficult topics: Students forewarned about difficult topics and students provided with alternative provision if necessary. Topics taught in a sympathetic manner by staff.</p> <p>Multiple Skills Skills shared between different lessons. These are</p>	<p>Literacy Strategies: Sentence starters Differentiated texts Key terms on board every lesson. Texts broken down (chunked) Synonyms used for difficult language. SPAG consistently marked across department in assessments and book work. Good literacy consistently modelled by teachers.</p>	<p>Wheelchairs and crutches are dealt with by moving the student in the class to an area where there is more accessibility in the classroom. Students with either enter the classroom first and leave slightly early to ensure they are not caught up with other students. Class on the first floor of the building are relocated to make it easier for to student access if appropriate.</p>

		<p>taught throughout from year 7. Key skills embedded early on into assessments. Feedback given with these skills in mind.</p> <p>Skills taught through frequent assessment and exam practice further up the school.</p>		
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ICT/Computing	<p>Physical access to computers</p> <p>Poor handwriting</p> <p>Weak reading</p>	<p>Students with wheelchairs sat close to the door.</p> <p>Students have access to their own technology e.g. keyboards.</p> <p>Access to computers rather than writing.</p> <p>Use of LTAs/Use of the software that reads the screen.</p>	<p>Font size is changed to be large enough.</p> <p>Overlays are available in every classroom.</p> <p>Students know how to change the screen colour.</p> <p>Printed sheets if needed.</p> <p>Projecting teacher screen onto students screens.</p>	<p>Differentiated resources in all lessons.</p> <p>Use of modelling and demonstrations.</p>

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Media	<p>SEN (inc. EAL) Students with low literacy can find it difficult to engage with written tasks, especially those which require interpreting a brief and writing justifications.</p> <p>Mark schemes are set up around use of technical terms and language.</p>	<p>A variety of strategies are used, including writing frames, sentence starters, key words and access to exemplar work. All resources are available on the S: drive to be used during lessons, so students can remind themselves of lesson content in their own time. Work is also differentiated, either through different resources or through tasks set.</p> <p>Technical terms are flagged in all resources we use, with definitions. They are also on display in the classroom. Booklets/guides for units are produced with lists of key terms, including a literacy booklet to help with the exam.</p> <p>Most of the work can be completed using ICT, which helps those whose writing is</p>	<p>As mentioned before, all resources are available on the S: drive. As the students mostly work at the computers, these are accessible to them anytime they need them. By being digital, it also means they can be adapted to suit the learner's specific needs, e.g. changing background colour for visual stress or font size for limited sight.</p> <p>Resources are also planned to be visual, meaning large chunks of text are avoided.</p> <p>Also, texts are selected for ability, which includes exemplar answers. Summaries are provided to help with understanding for the low ability readers.</p>	<p>A level exam papers can be quite difficult in the language used. Guides/handouts regarding the exam units deal with this by breaking down key questions, phrases and words into easier to understand phrases and synonyms.</p>

	<p>There is often a lot of writing involved, in either responses or essays.</p> <p>Physical Access Students need to be able to move easily between tables and computer.</p> <p>Visual Impairment There is a lot of visual information – including viewing clips and reading through texts.</p>	<p>weaker. There are other ways of presenting the work, including recording video and annotating images.</p> <p>Those with physical impairments are sat near the door, where they can move easily between desk and computer.</p> <p>Those who have issues with visibility are sat near the board and consideration is given to resources when produced. All resources are available electronically on the S: drive for students to amend according to their specific needs, including changing colours for visual stress or increasing font size. Overlays for computers and written work are also available.</p>		
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<p>Modern Foreign Languages (French, German & Spanish)</p>	<p>Learning difficulties around literacy and language acquisition.</p> <p>Visual impairment and visual stress.</p> <p>Working memory difficulties.</p>	<p>Differentiation of course content across ability groups; emphasis on interactive language; speaking and listening.</p> <p>Use of overlays and colours on PPT.</p> <p>Over learning of key vocab; Use of ICT to reinforce sound spelling link and provide interactive tasks to learn spelling and meaning of Target Language.</p>	<p>Enlarged texts when PPT and text book not accessible.</p>	

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Photography	<p>Students may struggle with technical comprehension of the DSLR camera.</p> <p>Photographic specialist literacy and difficulty with expressing ideas and analysing other's work.</p> <p>Weak presenting skills</p> <p>Students may be allergic to materials we use in the department.</p> <p>Lack of technical computer ability for photo editing.</p>	<p>Additional visual prompts to support with the application of knowledge. 1:1 support from technician if available.</p> <p>Support from teacher & technician.</p> <p>Close monitoring with H&S and alternative resources being provided.</p> <p>Teacher support</p>	<p>Students have access to differentiated writing frames for KS3/ KS4/ KS5 all abilities (colour coded). All available on google classroom.</p> <p>Students have stickers of key words in their journals to support their subject specific language.</p>	<p>This is a new course and we are writing SOL to meet the needs of our learners.</p> <p>Future support if we are able to set up a dark room will need to be reviewed.</p>

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Physical Education	<p>Wheelchairs users accessing activities on the field or in the woods.</p> <p>Students with leg disabilities using some of the more advanced gymnastics equipment such as springboards and boxes.</p>	<p>Try to offer differentiated activities than can be undertaken on the parallel area of concrete or allow personal physio/exercise time in the multi gym.</p> <p>Try to offer differentiated tasks that can take place on mats or involve students in a coaching or officiating role.</p>	<p>Staff have coloured overlays for students with visual stress.</p> <p>Students can be given hand out copies of presentations if they find it hard to see the board</p>	<p>Where a task is difficult for a student with learning or physical difficulties a differentiated version will be offered where at all possible by either adapting the equipment or space used or timescale allowed.</p>

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Performing Arts	<p>With the lessons being so intrinsically physical (particularly in Dance) we need to ensure students are physically able to take part.</p> <p>EAL students struggle with the spoken aspect of Drama particularly.</p> <p>The close, physical, group nature of the work can be uncomfortable for some students.</p> <p>Students of the Muslim faith are not permitted to take part in Performing Arts</p> <p>Physical disabilities can sometimes hinder using musical instruments.</p>	<p>Early analysis of any available SEN information and discussion with the students usually allows us to understand if it will be possible.</p> <p>The use of Mime is introduced as the first unit of study so that students are all on a level playing field</p> <p>Students can be paired and allowed to work with friends where possible, or even on their own/with support staff as a last resort</p> <p>Students are allowed to work in the Connect room instead where they can complete homework for other subjects</p> <p>Adapting instruments where possible.</p>	<p>All information is disseminated across Google Classroom and the department works closely with Miss Burns (where possible) to allow for greater progress with EAL students</p> <p>Some written work is translated into primary language.</p> <p>Written work enlarged visual demonstration and reading of work to check understanding.</p>	

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Science	<p>Practical work</p> <p>Sensitive issues in curriculum content</p> <p>Students ability to see/hear information in classroom</p>	<p>Height changeable desks. Clear spaces around desks. Bagging areas. Initial hazard response equipment and training. Technician support.</p> <p>Teachers are aware of students issues in class so can plan appropriate delivery of content. This could be discussion, with parent/student prior to topic.</p> <p>All desks facing white boards. Seating plans to allow all students to access information. Standard power point slide designed with SEND consultation.</p>	<p>Printed material made available in appropriate format where required.</p> <p>Standard power point slide designed with SEND consultation.</p> <p>Use of coloured overlays where appropriate.</p>	

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Textiles	<p>Students may struggle with technical aspects of some of the materials and techniques.</p> <p>Textile specialist literacy and difficulty with expressing ideas and analysing other's work.</p> <p>Students may be allergic to materials we use in the department.</p>	<p>Differentiated resources within the SOL to support students to explore techniques.</p> <p>Specialist training for regular LTA in lesson.</p> <p>LTA/ VIP guide which has specific differentiated writing frames and guidance.</p> <p>Close monitoring with H&S and alternative resources being provided</p>	<p>Students have access to differentiated writing frames for KS3/ KS4/ KS5 all abilities (colour coded). All available on google classroom.</p>	