

Accessibility Plan

Aim 1 To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

Targets	Strategies	Time scale	Responsibilities	Success Criteria
To liaise with primary feeder schools to review potential intake for Sept 16	To identify students who may need additional to or different from provision for Sept 16 Intake	Sept 2016	SENCO/Transition Manager	Procedures/equipment in place by Sept 2016
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2016/17	SLT SENCO Governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents/carers	To ensure collaboration and information sharing between school and families.	Ongoing throughout 2016/17	SLT SENCO SEN Staff Pastoral staff Teaching staff Admin staff Previous school	Clear collaborative working approach
To establish close liaison with outside agencies for students with ongoing health needs.	To ensure collaboration between all key personnel	Ongoing throughout 2016.	SLT SENCO TAs Pastoral staff Outside agencies Previous school	Clear collaborative working approach

<p>To ensure full access to the curriculum for all students.</p>	<p>Outside visits, CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with reasonable adjustments. • The use of appropriate assessment tools to assist in developing learning opportunities for students and also in assessing progress in different subjects • A range of support staff including trained TAs • Multimedia activities to support learning. • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy, physiotherapy and medical physics • Recording in ISP reviews and on EHC plans 	<p>Ongoing</p>	<p>Teaching staff SENCO TAs</p>	<p>Advice taken and strategies evident in classroom practice. Students with SEN and disabilities supported and able to access the curriculum.</p>
<p>To finely review attainment of all SEND students.</p>	<p>SENCO/Year Team meetings ISP reviews and EHC plans Student progress Scrutiny of assessment system Regular liaison with parents Focussed SPT meetings</p>	<p>Termly</p>	<p>Teaching staff Year Team SENCO SPT Head of subject departments</p>	<p>Progress made towards targets ISPs show clear targets and progress made Review data shows progress of all SEND students</p>

<p>To ensure the inclusion of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as laptops and specialised keyboard • Making reasonable adjustments to enable disabled students to participate successfully in lessons • Creating positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people. 	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi- sensory activities evident in teaching and learning. Ensuring that the needs of all disabled students, parents and staff are represented within the school.</p>
<p>To evaluate and review the above short and long term targets annually</p>	<p>See above</p>	<p>Annually</p>	<p>SLT/Core curriculum coordinators Governors</p>	<p>All students making good progress.</p>
<p>To deliver findings to the Governing Body</p>	<p>Report to Governors</p>	<p>Annually SEN Governor / SENCO meetings</p>	<p>SENCO SLT/SEN Governor</p>	<p>Governors fully informed about SEN provision and progress</p>

Aim 2 : To ensure the physical environment of the school is accessible to students with an SEN or disability so that they can fully access education and associated services.

There are lifts in every building as required and all classrooms are accessible apart from Innovate 2nd Floor. Students with physical needs are not timetabled in these classrooms. There are ramps to allow access to every building. There are also many adaptations for visually impaired students such as yellow strips on stairs, yellow highlighting tape on physical hazards. Improved signage is also in place.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical environment of the school	The school will take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT/Governors	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and corridors.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all students with a disability are able to be involved	Documented on intervention and support plans Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential student information questionnaire about parents/carers' access needs and ensure they are met in all events.	Ongoing	SENCO/teaching and non-teaching staff	Enabling needs to be met where possible.

To ensure that the medical needs of all students are met fully within the capability of the school.	To liaise with parent/carers and external agencies, identifying training needs and establish individual protocols where needed. Care plans in place as necessary.	Ongoing	SENCO/ Health Care Plans/TAs/Health Service personnel	
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect students Arrange for interpreters as appropriate Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Continue to develop school facilities.	Look for funding opportunities	Ongoing	Whole school approach	
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via Safety messages/ letters/newsletters Regular checks to be made	Ongoing	All staff/site staff	No accidents
To maintain accreditation of Healthy Schools award	Continue to work towards Healthy Schools targets	2016/17	PSHE/Healthy School coordinator Whole school approach	Achievement of award

Aim 3: To improve the delivery of information to disabled students and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Parents with disabilities	Regular communication with parents Interpreter provided for parents as appropriate	Ongoing	Year Team SLT	Home-school communication in place.
To ensure all students with communication/sensory difficulties have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies.	Ongoing	All staff to be aware	Students with communication difficulties are able to access the curriculum.
To enable improved access to written information for students, parents and visitors.	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support student's with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all.	Ongoing	School Business Manager SENCO School LRC manager	Improved signage in place
To review students' records ensuring school's awareness of any disabilities	Information collected about new students. Information available for all staff ISP reviews and EHC Plans Health care Plans Disabilities information on FROG Staff CPD	Annually	All staff Outside agencies Parents/carers	Each teacher/staff member aware of disabilities of students in their classes
School record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	Year Teams Data Manager SLT SEN Team Admin Team	Effective communication of information about disabilities throughout school.