

## **Accessibility Plan**

### **1. Introduction**

The Equality Act 2010 requires schools to have an accessibility plan. The school must:

- carry out accessibility planning which aims to remove barriers for disabled students;
- increase the extent to which disabled students can participate and achieve in the curriculum, providing staff development where necessary;
- improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled students, parents, staff and visitors

### **2. Identification and Context**

The school keeps a register of students with an EHCP and students on the SEND register. It follows a graduated approach to identifying SEND, making appropriate provision, and then monitoring and reviewing progress. The four areas specified in the SEND Code of Practice are:

- **Communication and interaction** (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- **Cognition and learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- **Social, mental and emotional health**
- **Sensory and/or physical needs** (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

The progress of students on the SEND list is monitored at least termly. The progress of students with Education Health and Care Plans is monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly.

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

### **3. Views of those consulted during the development of the plan**

Much of the consultation process is already an on-going process. Our wide range and number of students with SEND has given us access to parental/student views via Individual Education Plan and the Annual Review systems. Middle school transfer meetings, IEP Reviews and Annual Reviews for disabled students have assisted us in reviewing our policies and provision.

#### 4. Monitoring Progress

The progress of students with SEND is routinely reviewed at termly intervention committees, and this is used to evaluate our strengths and weaknesses in addressing their needs. Evaluation of this will be based on:

- Attendance data
- Behaviour/reward data
- Academic Tracking
- Exam success
- Ability to participate in the life of the school and uptake of this
- Post 16 placements
- Parental evaluation is sought via Individual Special Arrangement Plans (ISAPs), IEP Annual Review contributions and EHCP feedback.

#### 5. The main priorities in the school's Accessibility Plan

1. *Increasing the extent to which disabled students can participate in the school curriculum*
2. *Ensuring maximum achievement*
3. *Remove physical and institutional barriers*
4. *Improve access to information*

#### 6. Work Already Undertaken on the Above:

- The CPD of staff to deliver the school curriculum and recognise the need of disabled students is run by the SENDCO.
- LSAs have been trained to support students' access to the curriculum with different LSAs specialising in different areas of need.
- Exam concessions are coordinated by the SEND department
- The ability of disabled students to access the curriculum is monitored via Learning Walks, Work Scrutiny, Annual Reviews and IEP reviews.
- Introduction of Laptops and Spell checkers to improve Literacy and the use of iPads for students with English as an Additional Language

#### 7. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

The school is equipped for:

- disabled parking and access to the school.
- access to reception areas including a low service counter
- disabled toilets including showers.

- lift access to the first floor Sixth Centre and Science laboratories
- wheelchair access to all areas except upper floors of the J Block and the first floor of the S & T Block
- appropriate classroom furniture
- Line marking which provides permanent high visibility access to the site

#### **8. Improving the delivery to students with SEND of information that is provided in writing for students who are not disabled**

- examination concessions are instigated by SEND staff, in liaison with the examinations officer (EO). The EO will also instigate physical accessibility amendments.
- students' needs are made known to staff via IEP and Individual Special Arrangement Plans.

#### **9. Planning process**

- Input to the Accessibility Plan will be from the SEND Governor, who will be responsible for reviewing it annually with the SENDCO and reporting back to the Governors' SIC and the Resources Committee
- SEND Department to comment upon it annually.
- School SEF to review it annually.

#### **10. Coordination**

- The school will maintain a three year Accessibility Plan Grid covering curriculum, physical and written accessibility.
- Physical access to the school and the environment of the school is planned via the Resources Sub-Committee.
- The SENDCO, Senior Leader (Inclusion and SEND), Headteacher and Link Governor will ensure that compliance is ongoing

#### **11. Access to the Accessibility Plan**

The plan will be available via:

- the school's website or in hard copy upon request.
- Attached to the Prospectus on request.
- To middle school students prior to Year 7-Year 8 transfer on request

Objective	Action to support Objective	Person responsible	Timeframe
To offer high quality interventions and revision support in English and Maths for students with SEND. To offer additional time to students with SEND to improve outcomes.	Increased use of personalised intervention timetables for students with SEND Some students with SEND take fewer options in KS4 and the additional time is used for support across the curriculum Some students with SEND are offered alternative pathways in KS4 to better meet their needs	KEM SAE	Sept 2017 onwards
Training for teachers on differentiating the curriculum. Training and recruitment of LSAs to meet needs as they arise.	Training time LSA time allocated Staff to enroll on appropriate external CPD. Internal CPD to focus on how to work most effectively with students with specific learning needs	SLO SAE JEM	Autumn term 2017 and ongoing
Increase availability of alternative format for school information	Make use of available technology eg larger print and different colours not just black on white Make paper copies available when necessary Provide translations/translators where needed	NW	September 2018
Access arrangements to offer swift, confident and effective assistance to succeed in examinations	Training for SEND staff to increase understanding and confident usage. SENDCO and Examinations Officer to monitor.	SAE	July 2017
Develop best e-reader usage and promote integration into Key Stage 4.	Introduce Claro software and work with ICT Dept. to roll out across the school Introduction of write on-line software and I-Pads for some students	SAE JEM	January 2017
To be confidently using new technologies to support students with SEND in accessing their learning.	To investigate with, and reiterate to, teachers, parents, students and specialists the value and potential of new technologies SENDCO to oversee the training staff for use of new technologies. SENDCO to collate feedback and report to Deputy Headteacher. Ensure that staff are aware of and use dyslexia friendly fonts	SAE JEM	From Sept 2017
Improve signage	Assessment to be carried out by expert from the Visually Impaired team and actions carried out.	SAE/AS	Summer term 2018
Improve accessibility for students on crutches or in wheelchairs	Investigate introduction of magnetic clips to hold open fire doors during the day.	AS	Summer term 2018
To continue to review and develop an appropriate 11-16 curriculum for all students at the school with SEND in light of changes to the National Curriculum and examinations at KS4	SENDCO/SLT to research good practice both nationally and internationally to develop a sustainable curriculum which is exciting and relevant to students with SEND. Students with SEND having an appropriate and up to date curriculum to support and improve their learning and life chances	SAE KEM PAB	Spring term 2017
Develop help and advice sheets to support teachers when teaching SEND students	Re-launch via briefing and give out in booklet form	SAE JEM	Autumn term 2017 onwards
Encourage students with SEND to participate in the student council and extra-curricular activities	- Audit carried out - Individual encouragement by SEND team	SAE JEM	Autumn term 2018

