

Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled and SEND students. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum.
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.
- Improve the environment for students with SEN and anxiety related disorders.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

| Action | Lead Responsible | Identified budget and other resources | Target Date | Success Criteria |
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| Deliver professional development programme ensuring staff are knowledgeable about the needs of pupils with disabilities and strategies to support them | PMO | Pupil EHCP | September 2020 | Teachers & support staff meet the requirements of disabled children's needs regarding accessing the curriculum |
| Out of school activities are planned to ensure the participation of the whole range of pupils EVOLVE assessments for off site visits are compliant with Trust Policy and completed in a timely manner | SAK | Pupil Premium funding | Ongoing 2020/2021 | Trips are accessible to all pupils through planned provision |
| Ensure classrooms are accessible and meet the requirements for all pupils so that independence and participation is fostered for all. Review the layout of all classrooms to support pupils learning in optimum settings | PMO | SEND Budget and EHCP where required. | Ongoing 2020/21 | Pupils needs are met, and learning time is prioritised in lessons |

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| <p>Provision of resources and facilities for learners with disability</p> | <p>PMO</p> | <p>SEND Budget and EHCP where required.</p> | <p>September 2020</p> | <p>Staff are given training to support students in wheelchairs. Staff have access to PPE equipment where needed. Staff are trained to support pupils who with visual and hearing impairment. Specialist ICT equipment available for pupils with learning difficulties. Toilets for disabled pupils are fully accessible and have appropriate equipment. All enrichment activities are accessible for disabled pupils</p> |
| <p>Ensure the school environment is safe to pupils with disabilities.</p> | <p>PMO/PFE</p> | <p>Estates budget</p> | <p>Sept 2020</p> | <p>School environment is safe for all pupils with disabilities.</p> |
| <p>Deploy SSAs and HLTAs effectively to support pupils participation in the curriculum. Review the needs of pupils according to information and allocate staff according to their need.</p> | <p>PMO</p> | <p>SSAs/HLTAs</p> | <p>Ongoing 2020/21</p> | <p>Pupils access to curriculum is facilitated through support structures as pupils' needs are met</p> |

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| Ensure academic interventions delivered for pupils with SEND Track progress and impact of interventions | PMO | Pupil Data and bespoke programmes | Ongoing 2020/21 | No disparity in performance between different pupil groups. |
| Qualifications delivered for learners with complex needs | PMO | School budget EHCP where required. | Ongoing 2020/21 | Pupils identified from Year 9 and staff trained to deliver entry level qualifications |
| Disseminate information regarding Equalities Act 2010 to relevant staff and allocate buddies for pupils requiring support Deliver training for staff Allocate pupil buddies and existing friends within form groups | PMO | SEND Budget | December 2020 | Information sharing in place to mitigate risk and meet needs of pupils. |
| Training for all staff on SEND needs of students and how this impacts access to education. | PMO | SEND Budget | December 2020 | Training and CPD on specific areas of SEND that could impact the access to education. Including: hearing, sight, physical, Autism Spectrum Disorder and Acquired Brain Injuries. |
| Training for staff on impact of anxiety disorders on access to education. Including: specific anxieties related to Covid-19 and more general anxieties | PMO and JUD | SEND and Pastoral. | December 2020 | A greater knowledge on how Anxiety can impact access to education and ways to reduce the impact. |

Revised : September 2020