

Accessibility Plan

OUR VISION STATEMENT

- to allow every pupil to pursue academic excellence
- to create an environment which is stimulating, secure and provides opportunities for all
- to develop an empathy and understanding for our local community

Reviewed No Changes: November 2018

Originally approved by Governors: March 2016

Review date: November 2020

Reviewing Panel: Finance, Estates and General Purposes (FEG)

Context: This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our vision statement by continuing to improve all aspects of the physical environments of the school site and other resources so that all disabled pupils can take full advantage of the educations and associated opportunities provided by the school.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”

Associated Policies and plans

This plan should be read in conjunction with other relevant documents including:

- Equalities Policy
- SEND policy
- Curriculum Policy
- School Development Plans

Review and Evaluation

This plan has the status of a policy of the Governing Body and will be reviewed annually. It is monitored by the School’s Health and Safety Officer/senior member of staff who will report on progress made to the governing body.

Increasing Access to the Curriculum	Targets	Strategies	Timeframe	Success Criteria	Progress June 2015
1	To ensure staff are aware of the range of disabilities that may limit access to the curriculum for certain students	<p>Review the learning passports and ensure the information included is correct</p> <p>Update staff training on awareness of specific needs such as autism.</p> <p>Develop lead TA's for disabled pupils</p>	By September 2014	<p>All staff will feel confident to differentiate and support appropriately for disabled pupils</p> <p>Lesson observations will confirm the above.</p> <p>Learners voice – disabled student views</p>	
2	To use LSA's more effectively in supporting the classroom teacher to deliver the curriculum to disabled students	<p>Explore how other schools use their LSA's.</p> <p>Further develop LSA specialisms.</p> <p>Ensure LSA's are aware of lesson objectives and subject planning with individual teachers</p>	<p>By July 2014</p> <p>By December 2014 and then ongoing</p> <p>ongoing</p>	Disabled pupils will make increased progress	
3	To increase the engagement of disabled pupils in extra-curricular activities	<p>Review the current engagement of disabled pupils in extra-curricular activities.</p> <p>Explore possibilities to bid for wheelchairs for disabled sport (rugby or basketball) and setting this up.</p>	<p>By July 2014</p> <p>By Dec 2014</p>	Data will show an increase in disabled pupils taking part in before/after school activities	
4	To improve arrangements for hearing impaired pupils in examinations where the sports hall is used	Either introduce a hearing loop or make appropriate arrangements for hearing impaired pupils to hear instructions, including invigilator training where needed.	By Jan 2015		

Making Improvements to accessibility of the Physical Environment		Targets	Strategies	Timeframe	Success Criteria	Progress June 2015
	1	To commission and utilise impaired hearing loop at school reception, LRC and performance hall.	<p>Pursue contractor to complete installation, snagging and commission system.</p> <p>Email / ensure all Staff are familiar with the equipment and location of equipment</p>	<p>June 2014</p> <p>September 2014</p>	<p>Students with impaired hearing will have full inclusion in assemblies and school performances</p> <p>Visitors and students will be able hear school receptionist and librarian if their hearing aids are fitted with the 'T' function</p>	
	2	Install Evac chairs and train staff to effectively and safely move people with impaired mobility	<p>Conduct survey identify appropriate chair and purchase chairs for Woodlands Install Evac Chair</p> <p>Conduct trainer training</p> <p>Cascade training to key personnel</p> <p>Review specific requirement for wheel chair users and prepare PEEP</p>	<p>April 2014</p> <p>03/06/14</p> <p>Jan 2015</p> <p>September 2104</p>	Students and staff will be able to be evacuated in an emergency	
	3	Improve access and availability to lift	<p>Purchase additional key to access lift</p> <p>Obtain quotation to further improve lift by installing key pad and replace key operation</p>	September 2014	Access to lift will be freely available for those with restricted mobility	

Making Written information more accessible		Targets	Strategies	Timeframe	Success Criteria	Progress June 2015
	1	To ensure that all written information is enlarged appropriately for visually impaired pupils.	<p>Learning Passports to clarify needs</p> <p>Process introduced to ensure all school letters and communication are enlarged, pupil planner etc</p> <p>Explore accessing some enlarged text books from the SENCAN library.</p>	<p>Ongoing</p> <p>From Sept 2014 and ongoing</p>	<p>Lesson observations and drop ins will confirm staff are enlarging resources appropriately.</p> <p>Visually impaired pupils will make expected levels of progress.</p>	
	2	To make staff aware of alternative ways to present information to disabled pupils (such as use of open dyslexic font, colours etc)	Staff training TA training	By March 2015	<p>Lesson observations and drop ins will confirm staff are developing these differentiation strategies.</p> <p>Disabled pupils make expected levels of progress</p>	

Signed: *Lh*

Dated: 7th March 2016

Head Teacher

Signed: *Kenya Reynolds*

Dated: 7th March 2016

Chair of Governors

Updated May 2015

