## Accessibility Plan

The Accessibility Improvement Plan sets out how the Governing Body will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled pupils in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the establishment to the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The preparation of the Accessibility Plan has been informed by analysis of data within the school and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This will occur annually.

| Priority | Lead Responsible | Action | Resources | Completion Date | Success Criteria |
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| **Increasing the extent to which disabled pupils can participate in the school curriculum** | | | | | |
| To deliver a CPD programme to ensure staff are knowledgeable in terms of the needs of students with disabilities and strategies to support them | AP- T&L/ SENCO | Build teacher training session into first half term including INSET day.<br><br>Communicate to staff through follow up emails regarding needs of SEND pupils . | Pupil EHC plans<br><br>Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals. | October 2020 | All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum- monitored by AP and SENCO |
| All out of school activities are cancelled due to high risks- Covid 19 | AAJ/SBM | Off site trips have been cancelled in light of Pandemic | SBM/SENCO | Ongoing through 2020-21 | No Trips to take place in light of Covid 19 |

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| To ensure classrooms are accessible and meet the requirements for all students so that independence and participation is fostered for all | VP/SENCO | Review the layout of all classrooms to support student learning in optimum settings.<br><br>Teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc for SEND pupils. | VP/SENCO | Ongoing throughout 2020-21 | Student needs are met and lesson time is optimised for curriculum activity |
| To deploy Teacher Assistants effectively to support student participation in the curriculum | VP/SENCO | Review the needs of students according to information and allocate staff according to need | TA time/ support staff | Ongoing throughout 2020-21 | Students access to curriculum is facilitated through support structures as students' needs are met |
| To continue with vocational courses for SEND students (UAS scheme, ASDAN ) | VP/SENCO | Continue to build on better resources /opportunities for the vocational courses. | VP/SENCO | Ongoing throughout 2020-21 | Students access to curriculum is facilitated through support structures as students' needs are met.<br>Students have stronger life skills knowledge. |
| To train and report to LGB re: Raising Awareness about Disability Issues | HT/SENCO | Training session delivered | School based information on website and through email sent by SENDCo. | October 2020-21 | Whole school community aware of issues relating to Access monitored by Chair of Governors |

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| To ensure interventions are in place to support students with SEN in Academic Progress | VP | Track progress and impact of interventions | Student Data and bespoke programmes run by SENCO | Ongoing throughout 2020-21 | No disparity in performance between different student groups |
| **Improving the environment of the establishment to the extent to which disabled students can take advantage of education and associated services** | | | | | |
| **Priority** | **Lead Responsible** | **Action** | **Resources** | **Completion Date** | **Success Criteria** |
| To improve access to School entrance and exits in light of Covid 19 to ensure social distancing of bubbles | SBM/SENCO | To ensure access is made for students who need access in line with DDA compliant<br>To ensure pick up and drop points are available for disabled students inside the Estate by allowing parents to pick them up in cars | Traffic controllers on site are made aware of needs | Ongoing throughout 2020-21 | Arrangements are in place to meet the needs of disabled students |
| To ensure clear internal and external signage is clear to meet the needs of students with visual difficulties through the use of yellow social distancing signs | SBM/SENCO | All stairs internal and external are painted yellow to aid students with VI | Paint and signage | Ongoing throughout 2020-21 | Stairs are clearly visible for students and risk of accidents is decreased |
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