



## Accessibility Plan

**SLT Responsible Person:** E McFadden

**Date of Policy/Plan:** December 2020

**Date to be reviewed:** December 2021

**Approved by:** Senior Leadership Team – 17 December 2020

**Published:** Website/Staff Intranet

**To be read in conjunction with:** Equality Policy

Self Help Self Responsibility Equity Equality Democracy Solidarity  
Social Responsibility Honesty Openness Caring for Others

Target	Tasks	Timescale	Desired outcomes	Responsibility	Monitoring
<b>Access to Curriculum</b>  Strategies are implemented to improve our provision for SEN students, develop inclusive practice, and remove barriers to learning.	<ul style="list-style-type: none"> <li>Continue to refine systems to track students' needs.</li> <li>Continue to develop fine mesh to assess all students' reading and writing ability on entry.</li> <li>Continue to develop inclusive practice to support Quality First Teaching.</li> <li>Intensive catch up phonics at Year 7 to close reading gap paired with explicit vocabulary teaching across College.</li> <li>Ensure that Reading ages are used across College to support staff understanding of student understanding.</li> <li>Ensure students with sensory difficulties (VI/HI) have access to appropriate support to access curriculum – eg laptops, magnifiers, sitting at best place in classroom.</li> <li>Refine Learning Passport system to ensure ease of access for staff.</li> <li>Ensure that students have access to appropriate and required ICT support – eg Dyspraxic students have access to word processor if appropriate.</li> </ul>	Ongoing	<p>SEND provision is exemplary, in terms of bespoke support and classroom practice, leading to many more students achieving their full potential.</p> <p>Self evaluation will indicate that we have significantly improved the progress of SEND students, e.g. a greater proportion achieve a positive Progress 8 score.</p>	SENCO	SLT and SEN Governor

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<b>Access to wider curriculum</b>  Increase participation in College activities.	<ul style="list-style-type: none"> <li>Continue to audit participation in extracurricular activities and identify any barriers.</li> <li>Ensure College activities are accessible to all students by removing barriers.</li> <li>Continue to deploy TAs in flexible way to support off site activities/ allow for inclusion.</li> <li>Seek out appropriate transport and accessible venues for trips and visits.</li> </ul>	Summer term 2021	Students are encouraged to participate fully in College life, and can access extra-curricular activities and trips regardless of disabilities.	SENCO and HCa	SLT and SEN Governor
<b>Equality Impact Analysis</b>  Equality impact assessments will be carried out when College policies are reviewed.	<ul style="list-style-type: none"> <li>Analyse the impact of all policies in relation to students and staff with disabilities.</li> <li>Consult students and staff, as appropriate, on any proposed changes to policies.</li> </ul>	Ongoing	All new and updated policies comply with the requirements of the Disability Discrimination Act.	SLT and SENCO	Governors/Trustees
<b>Premises</b>  Increase site access to meet diverse needs of students, staff, parents and community users.	<ul style="list-style-type: none"> <li>Ensure appropriate systems for lift accessibility are in place on North site.</li> <li>Ensure that, where possible, students with mobility or accessibility needs have access to suitable classrooms on South site (ground floor/exterior classrooms).</li> <li>Invite HI/VI team to audit South site.</li> <li>Invite ASD team &amp; Educational Psychology team to conduct sensory audit of North Site.</li> </ul>	Long term	Physical improvements to the College environment and facilities improve access for disabled students to education, facilities, and associated services. The site also caters for the varying needs of parents and community users.	Estates Manager, Site Manager, Headteacher	Governors

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<b>Attitudes</b>  To promote positive attitudes to disability	<ul style="list-style-type: none"> <li>▪ Ensure the PSHE Curriculum meets these needs</li> <li>▪ Review the assembly programme each year to ensure equality issues are featured</li> <li>▪ Involve local disability groups in assemblies and visits to College</li> <li>▪ Trial of a careers support programme with a focus group of SEN students</li> <li>▪ Signing Choir</li> <li>▪ Circle of friends for Hearing Impaired students</li> <li>▪ Create diversity displays in the College which represent disabled people as positive role models.</li> </ul>	Summer Term 2021	Student awareness and understanding of disabilities improve, and they see disability in a positive light. Disabled students feel like valued members of the College community and they integrate well with their peers.	PSHE Co-ordinator , SENCO, Communication support workers	SLT and Governors
<b>Publications and other information</b>  Increase the availability of documents in alternative formats.	<ul style="list-style-type: none"> <li>▪ Large print and audio formats etc. are made available as required – use of Blind Society large print books.</li> <li>▪ Availability of exam reader pens.</li> <li>▪ Review accessibility of newsletters, letters for parents, parent handbook etc. prior to publication</li> <li>▪ Homework information is made available in alternative formats as appropriate</li> </ul>	Ongoing	Student, parent and community information is published in a wide range of formats, which meets an appropriate range of needs, thereby improving communication between the College and its stakeholders.	SENCO and JHi	SLT and Governors