

# **Accessibility Plan**

## **2017-2020**

Section 1: Improving access to the physical environment

Section 2: Improving access to the curriculum

Section 3: Improving access to information

## 1. Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
High Priority	1. School continues to be aware of the physical access and evacuation needs of disabled children and staff	<ul style="list-style-type: none"> <li>a) Access and evacuation plans for individual disabled children are maintained.</li> <li>b) Evacuation plans for all disabled members of staff are maintained.</li> <li>c) Evac Chair training/maintenance given.</li> </ul>	By December 2017	SENCO/Health and Safety  Support Staff Manager	Individual plans in place for all disabled pupils and staff aware of all pupils' access needs
	2. School obtains accessibility advice in order to prioritise accessibility work.	<ul style="list-style-type: none"> <li>a) School to seek advice from the schools adaptations team to improve the accessibility of the site for visually impaired members of the community.</li> <li>b) School to make the required changes to classroom and toileting equipment for a specific EHCP pupil starting in September 2017.</li> </ul>	By Sep 2017	SENCO/ Health and Safety  Finance Manager	Priorities for development identified and School Action plan developed.

	3. To ensure effective maintenance of the lifts is in place.	a) review the current service level agreement in place b) Seek funding to update and improve the reliability of our lifts	September 2017  December 2017	SENCO/ Health and Safety Vice Principal and Finance Manager	All lift break downs are resolved within 3 working days and there is a reduction in lift breakdowns.
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	Targets	Actions	Timescale	Responsibility	Outcomes
<b>Medium and Low Priority</b>	1. Continue to implement priorities from accessibility audit and work through Accessibility Audit Action Plan.	a) 3-5 year Action Plan in place.	To start in Sep 2017	SENCO/ Health and Safety Vice Principal and Finance Manager	Continued improvement of access to the physical environment.

## 2. Improving access to the curriculum.

	Targets	Actions	Timescale	Responsibility	Outcomes
High Priority	1. Ensure that disability/SEN/medical information is accessible to teachers for the start of term each September and for all casual, in year admissions.	a) Year 7 transition information and admission data is on SIMS prior to start of each year and available through pen portraits. b) Specific information is shared with staff prior to start of term. c) For all casual, in year admissions specific information is shared with staff prior to the pupils starting.	Sep 2017	SENCO  Vice Principal  SLT member responsible for Transition  Data Manager  Admissions Officer	All staff are able to use up to date pupil information in their planning for the start of term.  For casual, in year admissions, all information is shared before a pupil starts.
	2. To ensure wheelchair access to unique areas of the School.	a) Enable wheelchair access to the stage. b) Enable wheelchair access to the external basket ball courts.	2020 (this is dependent upon prioritising within the site and premisis plan and finance available)	Vice Principal Finance Manager	All users of the School can access currently inaccessible areas.
	3. Embed the new wave support provision to support progress and achievement of vulnerable pupils.	a) T&L SLT and SENCO to work on	July 2018	Principal Vice Principal Director of Achievement SENCO	The new Wave Support Provision shows improved achievement of identified pupils.

	<p>4. Increase confidence of staff in organising off-site activities and ensuring adequate support is in place.</p>	<p>a) All staff know how to access relevant information to include within risk assessments for pupils SEND and medical needs.</p>	<p>March 2018</p>	<p>Off site activity co-ordinator SENCO Vice Principal</p>	<p>Ensure pupils with disabilities/SEN/medical needs are involved in school trips.</p> <p>All trip leaders are confident in supporting pupils needs on school trips.</p>
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	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Medium Priority</b>	1. Review how pupils with SEN are getting involved in clubs, offsite and out of hours activities	a) Answer: How effective is the register? b) Answer: Is lack of involvement in clubs stopping SEN pupils gaining rewards? c) Answer: Is the school removing barriers to entry into clubs?	July 2018	SENCO	SEN pupils taking part in whole school activities
	2. SEN Attendance and Persistent Absence is significantly better than the national average	a) Work closely with ESBAS, parents and pupils to ensure that SEN pupils have good attendance.	To start in Sep 2017	SENCO/Attendance Team	SEN pupils have attendance which is significantly better than county and national averages
	3. Review % of SEN pupils referred to Turn Around and fixed term exclusions	a) Over the course of the 3 year cycle continue to reduce the numbers of SEN pupils represented in TAC and exclusions	To start in Sept 2017	SENCO Deputy Vice Principal - Behaviour and Welfare	A downward trend in the number of SEN pupils referred to the Turn Around and excluded

### 3) Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
High Priority	1. Improve the accessibility of the schools SEN Information Report	a) SENCO to adapt SEN Information Report to make it more accessible to parents	March 2018	SENCO	An accessible version of the schools SEN Information Report is available.
	2. Review new school website to check it is fully accessible	a) Check new website design has enlargement capability and screen readers, combined with synthetic speech or braille displays	November 2017	IT Manager/SENCO	The information on the website should be fully accessible.
	3. Promote positive attitudes to disabled people	a) Undertake a full review of how the school promotes attitudes to disabled people to include The Governing Body, Staff, Pupils and all stake holders. b) Create a short and long term action	From December 2017 - ongoing	Principal, Governing Body, SENCO, Pupil Leadership	This review directs the development of the next scheme
Medium Priority	1. Review the accessibility of communications with parents through all the current different methods.	a) Review how parents are engaging with communications from school from the various different methods. b) Review how accessible letters home and the	July 2018	SENCO Data Manager	Parents/carers can feel confident in the information they have about the school

		'Contact' are for all parents.			
<b>Low Priority</b>	1. Review all signs in school	<ul style="list-style-type: none"> <li>a) Continue to replace old signs to written ones including symbols</li> <li>b) Put symbols onto displays to enhance text</li> </ul>	To start in Sept 2017	Vice Principal/Site Team	Everyone can understand signage and find their way around school
	2. To achieve the Crystal Mark for Plain English for some key school documents	<ul style="list-style-type: none"> <li>a) Prepare key documents to send to check for the award.</li> <li>b) Achieve the award for key documentation</li> <li>c) Ensure all future communication is in 'Plain English'</li> </ul>	July 2018	Admin Team	Key documents have the Crystal Mark for Plain English awarded