

Accessibility Plan September 2024

Planning Duty 1. Curriculum

	Issue	What?	Who?	When	Outcome criteria	Review
Short Term	Classroom resources must be suitable for the individual needs of pupils	<ul style="list-style-type: none"> Classroom resources must be adapted to meet the needs of the individual pupil IPADs available Close liaison with Sensory Support services, or other services, as needed for individual pupils 	<ul style="list-style-type: none"> All teachers to make necessary changes and SENDCO to monitor through T&L cycle 	<ul style="list-style-type: none"> Ongoing throughout the academic year 	<ul style="list-style-type: none"> Barriers to learning removed or minimised for all SEND pupils 	<ul style="list-style-type: none"> T and L Cycle
	Curriculum delivery is adaptive to need	<ul style="list-style-type: none"> Teaching pedagogy needs to ensure that all pupils with SEND can be involved and participate fully Adaptive teaching approaches used in all curriculum areas 	<ul style="list-style-type: none"> All teachers to make necessary changes and SENDCO to monitor through T&L cycle 	<ul style="list-style-type: none"> Ongoing throughout the academic year 	<ul style="list-style-type: none"> Barriers to learning removed or minimised for all SEND pupils 	<ul style="list-style-type: none"> T and L Cycle
	Marking and feedback promotes access to the curriculum	<ul style="list-style-type: none"> Ensuring all SEND pupils are provided with high quality feedback to allow for progression 	<ul style="list-style-type: none"> All teachers and monitored by SENDCO 	<ul style="list-style-type: none"> Ongoing throughout the academic year/ assessment calendar 	<ul style="list-style-type: none"> SEND pupils understand misconceptions and how to correct errors as well as being able to identify their strengths 	<ul style="list-style-type: none"> T and L Cycle
Medium Term	Develop literacy skills to enable access to curriculum	<ul style="list-style-type: none"> Reading intervention READ Strategy and Focus on Tier 2 vocabulary 	<ul style="list-style-type: none"> All teachers Literacy Lead SLT 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Pupils with SEND able to access the curriculum and express themselves in writing 	<ul style="list-style-type: none"> T and L Cycle
Medium term	SENDCO training on specific needs to allow staff to be trained in house	<ul style="list-style-type: none"> Regular liaison with external agencies to keep abreast of pupil needs SENDCO attendance at SEND Network 	<ul style="list-style-type: none"> SENDCO 	<ul style="list-style-type: none"> Ongoing throughout the academic year 	<ul style="list-style-type: none"> SENDCO leading on staff training including twilights, INSET and morning briefings 	<ul style="list-style-type: none"> CPD programme
	Exams access arrangements are in place for eligible pupils	<ul style="list-style-type: none"> NGR to review and update access arrangements to allow pupils the correct requirements for exams Access arrangements to be implemented for all exams weeks and Year 11 mocks. 	<ul style="list-style-type: none"> NGR Exams Officer SLT Assessment Lead 	<ul style="list-style-type: none"> Ongoing throughout the academic year 	<ul style="list-style-type: none"> Pupils can access their examinations and make at least expected progress 	<ul style="list-style-type: none"> Assessment Cycle
	Pupils are prepared for assessments	<ul style="list-style-type: none"> Sufficient time and revision materials are provided to allow pupils with SEND to make progress in assessments 	<ul style="list-style-type: none"> Head of Faculty and classroom teachers in liaison with the SENDCO and SLT Assessment Lead 	<ul style="list-style-type: none"> At assessment points as agreed in the assessment calendar 	<ul style="list-style-type: none"> SEND pupils prepared and equipped to access linear assessment 	<ul style="list-style-type: none"> Annual
	Equipment and resources purchased to allow all pupils to fully engage in lessons and make progress in light of the 9-1 GCSEs	<ul style="list-style-type: none"> Resources purchased by Faculty areas to allow pupils to understand and make progress against the specifications 	<ul style="list-style-type: none"> Heads of Faculty overseen by the SENDCO 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> All SEND pupils enabled to access all subject specifications 	<ul style="list-style-type: none"> Annual
	Review Curriculum/ Curriculum Overviews/ KS4 curriculum	<ul style="list-style-type: none"> Curriculum must be accessible and ambitious for all pupils 	<ul style="list-style-type: none"> Heads of Faculty, SLT in liaison with SENDCO 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> All pupils access a curriculum which will enable them to succeed and move on to appropriate post-16 pathways 	<ul style="list-style-type: none"> Annual

		<ul style="list-style-type: none"> Curriculum Pathways at KS4 to be accessible for all pupils 				
Long term	Positive SEND residual in school headline measures	<ul style="list-style-type: none"> All SEND pupils make expected progress in all subjects 	<ul style="list-style-type: none"> SENDCO 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Obstacles removed for children with SEND allowing life opportunities 	<ul style="list-style-type: none"> Annual
Long term	Learning Support staff develop expertise in response to pupils needs	<ul style="list-style-type: none"> Training as needed: SALT, EHCP processes, Neurodiverse Pathways, Psychometric testing 	<ul style="list-style-type: none"> Learning Support staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Needs are identified and responded to so that the chances of optimal outcomes are maximised 	<ul style="list-style-type: none"> Termly

Planning duty 2: Physical Environment

	Issue	What?	Who?	When	Outcome criteria	Review
Short Term	Continue to maintain accessibility of physical environment e.g. ramps and lift	Audit of physical environment	Site-staff	Ongoing	School is aware of accessibility barriers to its physical environment and will make a plan to address any issues	Termly
Short Term	Pupils with Visual Impairments have access to PPTs through classroom ICT resources	SMARTboards, IPADs and Impero	SENDCO CIT Support staff	Ongoing	Learning environment is accessible to pupils with visual impairments	Termly
Short Term	Pupils with physical disabilities have reasonable adjustments in place sue as lift and early leave passes	Reasonable adjustments in place	SENDCO	Ongoing	Learning environment is accessible to pupils with physical disabilities	Termly
Short Term	All parents, carers and visitors are able to access the building	Audit of physical environment Reasonable adjustments are put in place	SENDCO Site-staff	Ongoing	The building is accessible to parents/ carers	Termly

Planning Duty 3 Information

	Issue	What?	Who?	When	Outcome criteria	Review
Long Term	Information on website is accessible to pupils, parents and carers	Review school website	Business Manager SLT SENDCO	Ongoing	Website is fully accessible	Autumn 2025
	Classroom teachers knowing pupils with additional needs within their classrooms	<ul style="list-style-type: none"> The SEND Register is shared with staff and kept up to date The SEND Handbook is kept up to date Updates through briefing, INSET, twilight and email SENDCO to carry out monitoring of all SEND pupils through Learning Walks, Work Scrutiny, teacher interactions and LSA/HLTA observations 	<ul style="list-style-type: none"> SENDCO SENDCO SENDCO LSAs/ HLTAs 	<ul style="list-style-type: none"> Sept. 2024 Ongoing throughout the year Ongoing Sept. 2024 	<ul style="list-style-type: none"> Staff aware of individual pupils, SEND details, provision and strategies to max learning Ensure that all staff update their practice throughout the year SENDCO ensuring that every SEND pupil has the opportunity to make at least expected progress 	Termly

		Use of LSA role Maximising the Progress of Learners with SEND documentation			LSAs/ HLTAs providing the correct support in the right way and at the right time to allow SEND pupils to be independent	
	Parents are informed about their child's progress	<ul style="list-style-type: none"> Parents are contacted by members of the SEND department throughout the school year to share concerns and positives * Additional face-to-face meetings as needed 	SEND Department	Parents should be contacted at least 3 times in the year: Parents evening, telephone conversation and review of PC	Parents fully aware of child's progress and how they can support learning at home	Termly