

Accessibility Plan 2022-2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Planning horizon	Actions to be taken	Person	Date by	Success criteria
Increase access to the curriculum for pupils with a disability	Construction of SEND Google Portal and integration of QFT practices into the following: 1) Staff training 2) MIS- internal drives	Short-term	Ensure regular staff training incorporates adjustments for SEND students. LSA/TA training cycle continues to raise the awareness of students with disabilities.	SENDCO	Summer term 23 and ongoing	SEND students able to access the curriculum and make better progress
			To include in SEND Portal, a list of strategies: 1) Variety of needs 2) Dyslexia 3) ADHD 4) Speech and language difficulties.	SENDCO	Spring term 23 and ongoing	Lesson visits show that SEND students' needs are more accurately met
			Analysing extended school provision to ensure participation for children with SEND	AP (IE)	Summer 23	Audit completed and plan in place to address identified needs
		Medium term	To further improve the ordinarily available provision in the classroom so that the needs of all students are fully met	VP (QoE)	Summer 24	SEND students able to access the curriculum and make better progress

			To ensure children with a EHCP and or high levels of SEND are tracked and monitored using the new Edukey provision mapping software.	SENDCO		SEND students with EHCPs make better progress by teachers making better use of provision maps
			Curriculum review-integrate SEND provision as part of core themes within curriculum reviews.	VP (QoE)	Spring 23	Curriculum reviews identify specific SEND areas of good practice and action points
		Long term	Curriculum adjustments, supporting long-term student progress, roughly in line with national average expectations.	VP (QoE)	Summer 25	SEND students make progress at or above the national expectations
			Students with SEND access appropriate destinations in line with personal aspirations	AP (SE)	Summer 24	Individual career and progression plans lead to SEND students reaching high quality education and workplace destinations

Improve and maintain access to the physical environment	<p>Turing building- formally opened January 2022. A high standard building that corresponds with Accessibility expectations from DFE and building regulations.</p> <p>School review has identified plans for structural changes for the foreseeable future</p>	Short term	Pathways and corridors around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to the main reception and designated areas.	SBM		TBC - working on a master plan which will impact on decisions now
			Lighting: Ensure regular maintenance of fixtures and lighting in all corridors and walkways.	SBM		
			Specific hazards, such as low level retaining walls are marked with high contrast markings or barriers are erected to ensure students safety.	SBM		
			Areas of high visibility paint or markings are added to areas of level change (stairs) across the school site. Regular maintenance routines are established	SBM		
		Long term	Current school context under TLT is being reviewed with the DFE: 'Building School for the Future'- whitepaper. Mobility audit will be conducted in consultation with a new school design.	SBM		
Improve the delivery of information to pupils with a disability		Short term	Ensure the efficient use of visual resources- Curriculum resources are well planned to support student progress.	VP (QoE)	Summer 23	ITeachers are better at providing resources that assist SEND students allowing them to make better progress

			Ensure regular and effective training is in place for students that use hearing aids and / or radio aids	SENDCO	Ongoing and when needed	Calendared CPD events are attended by staff who support specific students. SEND students more able to access the curriculum and make better progress
			Ensure staff receive training to support teaching of students with communication and interaction needs, including speech and language needs.	SENDCO	Ongoing and when needed	External provision from St Paul's is utilised to enhance teacher CPD Training and support resources are added to the SEND profiles

		Medium term	Ensure all students have access to specialist resources- including our Link Provision to support SEMH	SENDCO and AP (IE)	Spring 23	Referral processes from our Pastoral and Wellbeing team ensure students get bespoke specialist provision. Registered students participate in a programme- all provision is available to a wide range of students.
			To use a variety of real stimuli: objects/photos/symbols to support children with their different levels of need.	SENDCO	Autumn 23	SEND students better engage in learning
			Integration of SEND best practice: Social Stories to be used as necessary to aid children's transitions from Primary to Secondary	SENDCO	Spring 23	Improved attendance and integration for KS3 students back into mainstream lessons

		Short, medium and long term	Engage all stakeholder- parent conferences to support SEND provision and set realistic expectations for all.		Ongoing	Well attended parental engagement at our conference- Parental Voice, Social Survey.
			Regular parental communications to support families	SENDCO	Ongoing	Established and effective routines for communication with parents- Go for Schools, instant messaging