

Accessibility Plan

Access to the physical environment:				
○ To improve the physical environment as far is practically possible to increase the extent to which disabled pupils can take advantage of the full range of activities provided.				
Identified Need	Proposed Action	Timescale/ responsibility	Evaluation / outcome/ comment	Completed
Review disabled access to all school buildings.	→ Improve disabled access to the main building by allowing entry through the school gym via the ramp	May 2020	Review this provision annually.	2020
	→ Improve disabled access to all new buildings	July 2022	The Declan building has powered entrance doors. The second floor is accessible via a lift.	2022
Review provision of disabled toilet and washing facilities.	→ New buildings must include disabled toilets → Ensure current provision remains accessible	Summer 2020	Disabled toilets on both floors of the Declan Building. Disabled toilets in the main education corridor	2022
Review availability of disabled parking.	→ Ensure disabled parking bays are located next to the main building → Ensure that disabled parking is available at Lower School	Summer 2020 2020	Clear signage is in place	
Ensure classrooms are accessible to all pupils.	→ Review provision annually dependent on pupil cohort	Summer 2020	All classrooms accessible. Exam suite refurbished and kept	

			under review, with adjustment made if necessary	
Ensure that all individuals with disabilities can be safely evacuated.	→ A Personal Emergency Evacuation Plan (PEEP) is in place for any individual identified as needing one.	Ongoing	September 2021 – Personal Emergency Evacuation Plan in place for those who require it. To be reviewed annually or sooner if situation changes. Further PEEP's to be created as and when required	
Ensure staff and pupils can access teaching rooms.	→ When pupils or a member of staff are unable to access the first and second floors in the main building because of a disability, timetables are amended accordingly to allow teaching to take place on the ground floor	Ongoing	Ground floor timetable in place for staff or pupils unable to access upper floor of building- review to meet need	

Access to the Curriculum:

- To ensure that disabled pupils have as much access to all aspects of the curriculum as those without a disability.

Identified Need	Proposed Action	Timescale/ responsibility	Evaluation / outcome/ comment	Completed
Review use of staff resources to increase access to the curriculum for all pupils.	→ The Bridge to provide additional support to allow pupils to access the curriculum SSAs to support pupils within the classroom	September 2020 Ongoing	Appoint additional therapeutic support: SaLT, OT, Clinical Psychologist	September 2020
Reading Intervention to allow access to the curriculum.	Star Reader programme / Booster/Alpha to Omega/TRUGS	Ongoing	Literacy Co-ordinator oversees reading interventions and reports to SLT	Strategy group created Nov 23 to review literacy and communication
Ensure all staff are aware of how each pupil can access the curriculum effectively.	→ The Bridge to share individual access plans with staff → Information sharing with all agencies	Ongoing	Use transition information to create a pupil passport for every pupil	
Enable staff to continually update and increase their knowledge and understanding of the needs of all pupils to remove any barriers to learning.	→ Continue to provide regular training for all staff → Ensure staff use strategies suggested by The Bridge or any other specialist teacher (strategies to include access to PowerPoints/ lesson notes/worksheets in	Ongoing	Staff Inset Learning walks/teacher observation/performance review monitor provision provided by teaching staff	

	<p>advance, additional time and use of laptops/tablets or other resources as appropriate.)</p> <p>→ Include specific reference to SEN/disability equality in all curriculum reviews</p> <p>→ Provide additional training to staff on disability equality issues where appropriate</p>			
<p>Ensure access arrangements and reasonable adjustments are applied consistently.</p>	<p>→ Devise strategies for teachers to implement individual's access arrangements as outlined on their Pupil Passports as part of their normal way of working.</p> <p>→ Review procedures to ensure access to reasonable adjustments made for examinations comply with JCQ regulations</p>	<p>Ongoing</p>	<p>Provision in place ready for when the pupils start school or as soon as a pupil is identified as having an identified need.</p> <p>Assessment for Access Arrangements begin in year 9 with audits of 'normal ways of working' Nov 23 onwards</p>	
<p>Ensure appropriate use of specialised equipment to benefit individual pupils and staff.</p>	<p>→ Assess the needs of the individual as required and provide equipment as needed</p>	<p>Ongoing</p>	<p>Provision in place ready for when the pupils start school or as soon as a pupil is</p>	

	e.g. special grips, headphones, writing slopes, overlays etc		identified as having an identified need.	
Continue to build on our use of digital technology in classrooms to support learning.	<ul style="list-style-type: none"> → Staff to be given laptops to help improve teaching and learning to all pupils → Interactive whiteboards in all classrooms → Ongoing staff training to ensure technology is used to best effect → All pupils to have access to laptops → Use of apps to support learning → Encourage use of software that pupils could use to support their work 	Ongoing	<p>Constantly review advances in technology to support pupil learning</p> <p>Assistive Technology co-ordinator to provide updates and training to staff</p>	

Continue to ensure that pupils with disabilities are able to take part in off-site trips and visits.	<ul style="list-style-type: none"> → Risk assessments are carried out for chosen trip locations. → If needed additional staff are allocated to accompany solely those children with specific needs. → Wheelchair access bus/coach transport is used if required. 	Ongoing	Inclusive educational visits continue to occur and allow all to access. e.g. Wider Horizons, St George's Park National finals	

Access to information:

- To improve the provision to disabled pupils of information which is readily accessible for pupils who are not disabled.

Identified Need	Proposed Action	Timescale/ responsibility	Evaluation / outcome/ comment	Completed
To continue to develop a voice for children, staff and parents/carers with disabilities.	Developing opportunities for children with disabilities, staff and parents by: <ul style="list-style-type: none"> → Including children and parents in annual review meetings → Teachers discussing issues regularly with children (via the RSHE scheme of work and TFTD programme) → Use of the School council → Student surveys ie. Quality of food Nov 23 	Ongoing		

<p>Ensure information in lessons, TFTD and arranged events can be read on the board and screens and heard by pupils.</p>	<ul style="list-style-type: none"> → Written information will be provided in other formats as necessary e.g. large print, coloured paper → Use of assisted technology → Use of microphones 	<p>Ongoing</p>	<p>Reviewed annually</p>	
<p>Review the use of ICT to support students with disabilities in the classroom access information.</p>	<ul style="list-style-type: none"> → Research new technologies for individuals with specific learning difficulties or any with hearing or visual difficulties. → Sound facilities are optimised e.g. ear defenders, immersive reader 		<p>Microsoft Office</p>	
<p>To ensure that all parents and other members of school community can access information.</p>	<ul style="list-style-type: none"> → Written information will be provided in other formats as necessary e.g. large print, coloured paper → St Edward's APP, WiX Spaces provides 'real-time' access → Dedicated senior duty staff available to take calls to support parents 			

This review: September 2023