

Accessibility Plan Objectives 2021-2024

Context

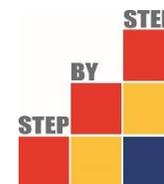
The school is legally required to ensure it meets requirements as specified The SEN and Disability Act 2001 extended to the Disability Discrimination Act 1995 (DDA), to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The main priorities for the plan from 2021-2024 are as follows:

- Update the range of reading materials to ensure they match the current cohort and include diverse range of people/themes
- Increase teaching of reading knowledge for the staff population
- Increase vocational opportunities for pupils both on and offsite
- Develop visual reporting mechanisms to increase pupil's ability to report concerns, complaint's or safeguarding issues
- Ensure the school is disability friendly, as the site develops and school has dedicated alternative meeting/teaching spaces
- Gain the Communication Access UK mark for the organisation
- Continue to roll out pupil friendly formats of information to assist pupils with reporting and recording issues and concerns

This plan was put together with input from families, pupils and staff.



Aim	Current good practice <i>with examples</i>	Suggestions for further improvements	Lead	Timeframe
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The curriculum is individualised and subject to ongoing review to ensure it meets needs of all pupils</p> <p>Use of resources tailored to meet needs of pupils to access curriculum i.e. sensory resources,</p> <p>Track and report progress for different groups of pupils to ensure no groups are disadvantaged, i.e. those with complex medical needs, black and minority ethnic, – CME,</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The style of teaching is adapted to suit all learning and sensory needs e.g. quiet work spaces, different types of groups, motivational resources/reinforcement.</p> <p>We provide an inclusive Physical Education curriculum</p>	<p>Update range of reading materials – e.g. high interest but lower level reading age, breadth of genres, include positive examples of diversity and current</p> <p>6th form - increase onsite work ex opportunities for those who are unable to go offsite - maybe inviting in volunteers or professionals who can teach specific job skills linked to pupils interests.</p> <p>Increase staff phonics knowledge and general understanding of how different pupils may learn to read, (sight words versus phonics) to improve the way early reading skills are taught and the importance of sound discrimination preceding phonics teaching.</p>	<p>All class staff</p> <p>Olivia Kurzeja and Secondary/6th form leaders</p> <p>Curriculum Team</p>	<p>During 2021-2022 when school has reading focus</p>

	to cater for different physical needs and abilities e.g. sensory circuits, outdoor adventurous activities.			
Improve and maintain access to the physical environment	The classrooms are low stimuli environment to assist with learning	Ensure dedicated disabled parking space for visitors during school hours	Ereton Harrison	Summer 2021
	Quiet rooms for work spaces as necessary	Ensure the Yurt/Forest school area is accessible to all, regularly check any hazards	Lizzie Eke (Class leaders in South block and SJ wing	By Summer 2022
	Buggy's for trips for those pupils with mobility issues Disabled toilets and shower rooms	Review of the school to ensure disabled access and alternative use of spaces for meetings etc when completing North wing block(CE/GA)	Gayle Adam/Clare Eastwood	Summer 2023
	Corridor widths to ensure for safe transitioning			
	Shelter on primary field, gym equipment, Yurt			
	Emergency Evacuation Plans for pupils (PEEPS)			
	Additional Covid secure measures in place to support access to environment, social distancing, timetabling resources and rooms, i.e. gym			

Improve the delivery of written information to pupils	<p>Additional communication systems to support understanding and access: Signalong, PECs, Proloquo2go</p>	<p>For school to gain the Communication Access mark as an organisation</p>	<p>Jess Wanstall</p>	<p>By Summer 2022</p>
	<p>Large print resources when needed for pupils with visual impairments</p>	<p>To ensure behaviour plans and pupil risk assessments are in simplified language and more accessible</p>	<p>Bekah Bulmer</p>	<p>Autumn 2021</p>
	<p>Adaptations for signs/PECs etc when English is not first language</p> <p>Social stories and pupil friendly reporting mechanisms for complaints and safeguarding</p> <p>Pupil feedback adapted for Annual Reviews to individual needs</p>	<p>Continue to put info in pupil friendly formats, e.g. reporting safeguarding, raising a complaint</p>	<p>Bekah Bulmer</p>	<p>Ongoing</p>