

Accessibility Plan 2013-2016 (to be reviewed March 2017)

Aspect	Action Planned	Who is responsible	Timescale	Success Criteria
Access to Teaching and Learning	Improve the use of adult support to assist learning.  Use SIMS tracking data to identify underachievement and liaise with TA's to plan in class intervention.	Strategic Subject Leaders SENCo SEN Support Manager SIMS Manager Teaching Staff	2013-2016	Improved engagement in lessons leading to better outcomes for all students.  'Discover' package in place to identify individual students who require intervention.
	Implementation of behaviour management/intervention plans to monitor and improve behaviour in identified students	Assistant Head, Behaviour Support Team	2013-2016	Improved behaviour and engagement with learning. Fewer Damascus entries and exclusions.
	Develop the use of assistive technologies to aid engagement in learning e.g.Read Write Gold, Ipads etc	Assistant Heads SENCo	2013-2016	Improved engagement with learning for all students particularly those with dyslexia.
	Access Arrangements for external exams to be available for all students with LDD who are eligible.  Lap tops to be available for all identified students for use in exams	SENCo, Exams Officer Assistant Head	2013-2016	Students identified for assessment in Year 9. Applications made to Exam Boards and provision and support in place for all external exams. Training for Specialist Teacher updated regularly.  Identified students use lap tops in exams
	Offsite visits and extra- curricular activities to be accessible for all pupils if possible.	SENCo, Deputy Head Trips Co-ordinator.	2013-2016	All students have the opportunity to take part in off-site activities and residential visits. Individual risk assessments completed. Parents of students with SEN actively contacted to ensure participation if required.
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Physical Access	Develop the use of assistive technologies to aid engagement in learning e.g.Read Write Gold, Ipads etc	Assistant Heads SENCo	2013-2016	Improved engagement with learning for all students particularly those with dyslexia and developmental co-ordination disorder
	Awareness of the impact of the Open Learning Areas on pupils with ASD, HI, VI. Staff to ensure correct positioning in these areas	SENCo All staff	2013-2016	Pupil response to evidence better engagement
	Improve the air conditioning in the hygiene room to maintain a comfortable temperature	Assistant Head Buildings supervisor	2013-2016	Comfortable temperature for staff and pupils
	Fixed ramp access into conservatory	Assistant Head Buildings supervisor	2013-2016	Ramp permanently in place

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Improving delivery of information	Improve the use of the website to ensure all parents are aware of letters/information	Leadership	2013-2016	Website regularly updated. Parents informed of the link and the availability of information on the site
	Constant reviewing of school documentation to ensure that it can be accessed by all partners in the community including new arrivals with EAL	Leadership EAL Co-ordinator	2013-2016	All partners have access to school documentation in the requested format as required e.g. Braille
	Consider the readability levels of information including that on the school website and monitor to ensure accessibility.	Leadership SENCo	2013-2016	Material accessible to wide range of diverse needs and abilities
	Consider the readability levels of textbooks and classroom material to ensure accessibility for all pupils	SENCo Literacy Co-ordinator	2013-2016	Material accessible to wide range of diverse needs and abilities
	Provide adult support in meetings/parents evenings to enhance the opportunities for parents who have difficulties in accessing information	Leadership SENCo	2013-2016	Full engagement with all parents