

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority Area	Short Term	Outcome	Medium Term	Outcome	Long Term	Outcome
Staff Training (inc. accessibility of information)						
Increase confidence of all staff in differentiating the curriculum	Arrange CPD sessions to address different needs- See CPD Calendar-weekly meetings had in departments/ faculties, Whole school CPD arranged every 6 weeks with different focuses, staff evaluation forms completed to see where additional	Staff gain more knowledge and strategies of how to work with different needs and how to cater for them in an all-inclusive environment. Staff confidence improves in relation to different needs.	From staff evaluations and discussions target the needs that are most prevalent in our school community and arrange further access to specialists e.g. C&I service, EMS, county advisor for SEND etc.	Target CPD and training needs for the next 3 years using staff feedback as guidance.	Aim to have classrooms that are ASD, VI, HI, Dyslexia friendly-over next 3 years.	Students with differing needs can access the curriculum in a user friendly way.

	training is needed taken every 6-8 weeks.					
Evacuation Training	Organise a training session in March 2019	6 members of staff trained initially to aid in disabled evacuation from school building	Arrange more training for additional staff so all departments have at least one trained member of staff – by December 2019	Confidence to lead or take over an evacuation should the need arise.		
Improve the delivery of written communication to students	Ensure any specific colours are applied or avoided in relation to paper/whiteboards/pen colour used for all to access- daily	Students access everyday learning without a barrier.	Check VI students' needs are met by accessing VI specialist services – 3-6 monthly checks depending on nature of conditions.	Update student passports after reports received and disseminate information to staff.	Every year once all students tested check reading and spelling ages of students and then look at how to make your subject	Apply readability resource to any written text to check age, apply strategies given to aid students access the learning e.g. check font sizes and colours needed for VI students.

					accessible. Daily	
Review all communication to parents/carers to ensure it is accessible.	Make communication clear, straight forward and legible. Think about using Arial or Comic Sans font and a minimum of size 12. Every communication to parents/carers	Key points are given in a way that all can comprehend.	Consider how VI, HI impaired parents/carers or students can access forms of communication.	Have links on website to braille, hearing loops if phone communication, sign language specialists if face to face communication. In classroom use different technology that does not compromise privacy, draw attention	Consider accessing translators for both parents and students if new to the country-as required	Allows clear communication and strategies to help in the classroom.

				to any differences		
Teaching & Learning (inc. access to curriculum)						
Quality First Teaching	All staff suitably qualified and additional training provided to keep up to date with new developments. Qualifications checked on employment, training on a 3-6 week cycle.	Staff have the knowledge to create stimulating and engaging learning experiences for all.	Differentiation to meet all needs is at the forefront of all planning-regular planning checks every 6 weeks as part of the QA calendar.	All students are engaged and actively involved in their learning. Barriers to learning reduced or demolished . Access provided for all.	Encompass regular walk through, drop ins, work scrutiny, student voice and observations in the quality assurance calendar-work on a revolving 6-week programme. Look into team teaching and coaching sessions to enable staff to share good	Empower staff to improve the learning experience and help students identify the type of learner they are and how they can build on their learning to enable them to achieve their true potential.

					practice and build confidence in new techniques.	
Use ICT software to support learning	Install all relevant subject specific software- updates provided regularly via computer, licenses renewed yearly, new software published at different intervals depending on the package.	Students keep up to date with an ever evolving technological society.	Train all staff in the use of 'Read, Write, Gold' by July 2021. Start with TA's by July 2019. Then target key subjects by July 2020.	Students get to use software as 'normal way of working' if have as part of exam access, other students get to hear what their work sounds like when drafting and redrafting work.	Look into the use of chromebooks or equivalent for all students. Trial October 2018 for targeted year groups, look to roll out (Finance dependent) by July 2021 to all.	Students have instant access to internet, computer to aid writing for students who have conditions that affect their hands

All educational visits to be accessible to all.	Staff complete county training. Sessions run every 6 weeks – check Evolve system.	All staff know what to do, how to plan, risk assess and manage groups.	Build up strong ties with different venues to widen the students learning experiences-yearly or more frequently.	Students feel confident in and out of the classroom.		
School Estate-minor capital expense						
Improve internal and external access for Visually impaired students and visitors	Renew yellow strip mark step edges-every 3-6 months depending on wear and tear. Check door handles are suitable contrast to door colour-check every 3-6 months. Replace faulty projector bulbs as warning	VI students and visitors can access all areas of school without assistance and are comfortable in the environment.	Check monthly and renew blinds in classrooms and other areas as required	VI students and visitors can see the boards clearly and have the right light contrast to work effectively	Look at longer term solutions to blinds e.g. tinted windows, films-ongoing	Find cost effective means that reduce the money needed for blind replacements/repair costs.

	<p>appears/clarity fails – as required.</p> <p>Check all signage is accessible to VI</p>	<p>Signs need replacing as required and font size and colour contrast needs taken into account. Temporary signs need to be on suitable resource that will last and clearly visible to all. As required.</p>				
<p>Renew broken pavement slabs</p>	<p>Weekly checks in areas covered by pavement slabs-replace as required.</p>	<p>Easy access for all.</p>	<p>Target set areas of school that have paving slabs every half term.</p>	<p>More in-depth maintenance can be achieved e.g. re</p>	<p>Look at alternatives to paving slabs that will survive heavy wear and tear</p>	<p>Create an environment that is suitable for everyone from wheelchair users</p>

				sanding and grouting to provide a more stable surface.	from footfall and weather. This will have significant cost implications and needs to be looked at strategic times of the year.	to everyday walkers.
School Estate – major capital expense						
Installing more disabled toilet facilities and changing areas	Ensure current facilities are accessible to all and keys etc. easily located at reception and information provided to students/staff/visitors as to how to access them during the day. Daily.	All areas have the equipment needed for different needs-basics lowered sink, toilet, basin. If wet area accessible shower area, if changing area for severe	Ensure keys are in areas with facilities and staff, visitors and students in those areas know where they are to avoid keys being misplaced etc.	Easy access to facilities for all.	Have a disabled changing/toilet facility per block in school	This is the ideal and is cost dependent and space dependent – an ongoing project.

		disabilities changing couch that is adjustable.				
Enable access to all upstairs venues on the school site	Whilst this is being looked into ensure students with mobility issues can access their classes-those students with known issues timetable will be set annually and reviewed every half term for any class changes.	Easy access to subjects.	Arrange alternative accommodation for classes if students/visitors have new mobility issues-daily checks particularly if a recent injury.	Change classroom to accommodate the area of need.	Install a lift in H block, A block and science block that will provide access to all upstairs areas of school.	This option is cost dependent and on the wish list rather than a necessity.

This accessibility plan and the outcomes will be evaluated every three years with interim discussions annually, to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____ SEN Governor Date: _____

_____ Headteacher Date: _____

_____ SENCO Date: _____