

Increasing access to the curriculum for pupils with disabilities

Target/ Intent	Strategies/ Implementation	Timescale	Responsibility	Success Criteria
<p>Ensure that reasonable adjustments are made so that all pupils access a curriculum appropriate to their needs</p>	<ul style="list-style-type: none"> ✓ All staff to consider the needs of pupils in their care ✓ Discussion with Primary feeder schools pre-entry into Year 7 ✓ Involvement of outside agencies ✓ Ensure that Options choice is maximised for all Year 9 students 	<p>Ongoing</p>	<p>Teachers SENCO HoDs</p>	<p>Reasonable adjustments made so that all pupils access an appropriate curriculum</p> <p>All parties involved in students' learning</p> <p>Students actively involved in own learning</p>
<p>Appropriate interventions are planned</p>	<ul style="list-style-type: none"> ✓ Key groups including SEN type reviewed at each data drop ✓ Any concerns discussed with the class teacher, TA, SENCO ✓ Interventions in place as appropriate and clear review date set ✓ Involve students and parents/carers and outside agencies if necessary 	<p>After data collections and ongoing as required</p>	<p>SENCO Class teacher SLT Inclusion Lead</p>	<p>Students with disabilities make excellent progress. Data demonstrates the gap is narrowing or closed for equality groups.</p>

<p>Ensure students with disabilities have full access to ICT</p>	<ul style="list-style-type: none"> ✓ Assess student needs in terms of physical access, ICT software, time ✓ Ensure tablets and laptops in good working condition are available 	<p>Ongoing</p>	<p>IT Technician SLT Inclusion Lead SENCO</p>	<p>Full and purposeful access to ICT for all students with disabilities</p>
<p>Resources are tailored to the needs of students</p>	<ul style="list-style-type: none"> ✓ Monitoring carried out by the Deputy Head of School, SENCO, HoD, DoL ✓ Differentiated small group withdrawal for specific students 	<p>Ongoing</p>	<p>SENCO SLT Inclusion Lead DoLs HoDs</p>	<p>Staff feel confident with differentiating resources; evident in observations, work sampling</p>
<p>Provide opportunities for students with disabilities to access activities that supplement the curriculum</p>	<ul style="list-style-type: none"> ✓ Carry out risk assessments before educational visits to ensure accessibility for all students with disabilities ✓ Make clubs accessible to all students ✓ Ensure students with disabilities are prioritised for careers interviews ✓ Prepare students with disabilities to be independent in their travel ✓ Ensure that plans and risk assessments are in place for students with medical needs for visits and trips 	<p>Ongoing</p>	<p>Careers Advisor SENCO Whole staff</p>	<p>Variety of extra-curricular activities and work-related learning are supporting development of independence</p>

<p>Ensure that teaching staff and support staff are familiar with current legislation and documentation with regard to disability and accessibility</p>	<ul style="list-style-type: none"> ✓ Whole staff training where appropriate ✓ Staff briefing highlighting the needs of individual students ✓ Staff are aware of disabilities in or specific context including 'hidden' disabilities like sickle cell 	<p>Ongoing</p>	<p>SLT Inclusion Lead SENCO Teachers Teaching Assistants</p>	<p>All staff familiar with relevant, current legislation and documentation</p>
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Improving access to the physical environment of the school for pupils and other stakeholders with disabilities

Target	Strategies	Timescale	Responsibility	Success Criteria
Review accessibility to all areas	<ul style="list-style-type: none"> ✓ Learning walk carried out with Premises staff focusing on accessibility to both inside and outside environment; rearrange furniture/re-room lessons as appropriate 	Termly reviews	Premises Lead SENCO SLT Inclusion Lead	Accessibility to all areas of school environment evaluated and deemed appropriate
Ensure that all students with a disability can be safely evacuated	<ul style="list-style-type: none"> ✓ Personal Emergency Evacuation Plans (PEEPs) in place for identified students with disabilities 	Termly check	Fire Marshalls, SENCO	PEEPs completed
Ensure new sports facility meets disability standard	<ul style="list-style-type: none"> ✓ Take into account the needs of students, staff and visitors with physical and sensory impairments when undertaking future improvements and refurbishments of the site and premises, e.g. new sports facility has appropriate access, lighting, etc. 	Completion in Spring 2022	Premises Lead	Students with disabilities can access the new facility

Continue to improve signage in school for the visually impaired and those with learning difficulties	<ul style="list-style-type: none">✓ Assess existing signs around school in terms of size, position, colour and pictorial representation✓ Consider other areas around school where signs are needed	Ongoing	Teaching staff/TAs	One-way signage and other visuals are clear
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Access to Information and ensuring effective communications

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure that school website is continually updated so that parents/carers are able to access current policies and plans	<ul style="list-style-type: none"> ✓ Links in place to all relevant policies and plans 	Ongoing	SLT Lead - website	Parents/carers able to access policies and plans via school website
Ensure that parents/carers are given advance warning, in an appropriate format, of all aspects of school relevant to their child	<ul style="list-style-type: none"> ✓ Teachers to ensure that all dates are entered in school diary, well in advance ✓ Teachers to consider advance notice to parents/carers when booking educational visits ✓ Information provided via website, newsletters or departmental letters ✓ Parents/carers are given clear information on pathways for their children 	Ongoing	All staff	Parent surveys report high levels of approval
Ensure parents/carers with English as an Additional Language are able to access communications sent home	<ul style="list-style-type: none"> ✓ EAL coordinator provides guidance relevant to level of spoken language at home ✓ Translation of letters if appropriate ✓ Interpreter provided where possible 	Ongoing	Headteacher Reprographics	Parents/carers report a clear understanding of communications from school

<p>Ensure that all students are able to access online platforms</p>	<ul style="list-style-type: none"> ✓ Teachers to provide appropriate assistance for those students who may require it ✓ Parents/carers are guided where appropriate (e.g. Show My Homework; Parent Pay) 	<p>Annually</p>	<p>IT Lead DoLs Teachers Teaching Assistants</p>	<p>Students and parents/carers have a clear understanding; engagement is high for parents/carers of students with disabilities</p>
<p>Review students' records ensuring whole staff awareness of any disabilities (including hidden disabilities)</p>	<ul style="list-style-type: none"> ✓ Information collected about new students ✓ Records chased up from feeder schools ✓ Handover between Directors of Learning as appropriate ✓ Medical records updated annually for all students ✓ Individual Health Care Plans set up for students with medical needs ✓ Information about students with medical needs displayed in reception with medication 	<p>Annually</p>	<p>SENCO SLT Inclusion Lead</p>	<p>All staff members are aware of the disabilities of children in their class and their duty of care</p>