

## Accessibility Plan

<b>CATEGORY:</b>	Plan
<b>CLASSIFICATION:</b>	Strategic
<b>PURPOSE</b>	Plan detailing the access for all in regard to curriculum, physical access to physical environment and information.
<b>Controlled Document Number:</b>	<b>45</b>
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<b>Controlled Document Lead:</b>	Director of Business & Finance / Director of Learning Support  (controller of policy register)
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<b>Review Date:</b>	June 2017
<b>Distribution:</b>	School governors and staff
<ul style="list-style-type: none"> <li>• <b>Essential Reading for:</b></li> <li>• <b>Information for:</b></li> </ul>	Students and parents of the school

Accessibility Plan 2014 – 2017

## Bridgnorth Endowed School: Accessibility Plan 2014 – 2017

### Section A: Improving Access to the Curriculum

Target	Strategies	Outcomes	Timeframe	Resources
<p><b>A1.</b> Teachers continue to develop skills to support the students who have differing disabilities.</p>	<ul style="list-style-type: none"> <li>• SENCO/First Aid lead arranges staff training involving information on individual students and conditions including speech and language, ASD support, physical disabilities etc.</li> <li>• Liaison between outside services and SENCO/First Aid lead, disability information disseminated to relevant staff.</li> <li>• SENCO/First Aid lead ensures that new staff have appropriate information and training opportunities</li> <li>• Students on the SEN register are given a mentor or keyworker in the form of a TA who will support both the student and the teachers working with them. All of these students also have an IEP that includes details of the needs of their</li> <li>• Learning mentors support First Aid lead in order to ensure students</li> </ul>	<p>Teaching and support staff aware of student disability and have a greater understanding of disability issues, including those specific to the students that are in attendance</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Subject IEPs</li> <li>• Mentors and Keyworkers</li> <li>• Training time in L&amp;D calendar, especially at the start of the academic year and 1 other point in the calendar</li> <li>• SEN and Medical registers</li> </ul>

Target	Strategies	Outcomes	Timeframe	Resources
	have full access and teachers are aware of students needs			
<b>A2.</b> Develop a range of learning resources that are accessible to pupils with different disabilities.	<ul style="list-style-type: none"> <li>• Subject areas to feedback to SENCO/HLTA if any specialist equipment is needed for students in that lesson</li> <li>• Liaison with external agents (e.g. occupational therapy or sensory inclusion) to ensure that the right equipment is sourced specific to a students' needs</li> <li>• SENCO/HLTA to ensure appropriate external exam access arrangements have been made.</li> <li>• Subject leaders and teachers to monitor internal exam access is in line with those outlined by the external assessments</li> <li>• Sensory advice and guidance is followed for individuals as directed by external agents</li> </ul>	Pupils with disabilities have increased access to curriculum materials and are not disadvantaged in examinations.	Ongoing	<ul style="list-style-type: none"> <li>-Teaching Assistants</li> <li>-Sensory Support resources and CAMHS</li> <li>-Occupational therapy</li> <li>-All teaching staff time</li> <li>-LSAT</li> </ul>
<b>A3</b> Teaching staff develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities for staff	<ul style="list-style-type: none"> <li>• Teachers to consider learning styles favoured by students with disabilities and plan accordingly.</li> <li>• to provide professional development opportunities to ensure high quality teaching, differentiated for individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers develop and use those teaching strategies which most suit the learning style of students with a disability.</li> <li>• Improves attainment for students with disabilities.</li> </ul>	Autumn Term 2009 and ongoing	<ul style="list-style-type: none"> <li>• Training Days</li> <li>• TAs qualified to NVQ Level 2 or 3</li> </ul>

Target	Strategies	Outcomes	Timeframe	Resources
<b>A4</b> Disability equality issues are incorporated into the Citizenship curriculum.	<ul style="list-style-type: none"> <li>• Progress Managers to identify disability equality elements within the Citizenship curriculum and ensure appropriate resources are available to staff.</li> <li>• Views on Disability accessibility are taken from the School Council.</li> </ul>	All students have a greater understanding of disability issues.	Ongoing  Annually from September 2014	Core/SMSC
<b>A5</b> To provide training for staff and Governors in disability equality issues, to include changes to the SEN Code of Practice	Disability equality training, including SEN offered to all - Governors - L&D time	All staff and Governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all students.	Summer Term 2014-Autumn term 2014	<ul style="list-style-type: none"> <li>• L&amp;D Time</li> <li>• Governor's meeting agenda 2014</li> <li>• Governor's working party for SEN Code of practice implications</li> </ul>
<b>A6</b> When planning school trips involving students with impairment or disabilities the school will make every effort to accommodate their needs and thereby allowing them access to the experience.	<ul style="list-style-type: none"> <li>• The Trip Leader and Director of Business &amp; Finance will undertake a risk assessment relating to any group member with an impairment or disability.</li> <li>• Any reasonable additional expenditure necessary to accommodate a students with a disability/impairment must be considered.</li> <li>• Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability.</li> </ul>	All students with a disability/impairment have the opportunity to take part in a school trip, including those overseas.	Spring term 2014	<ul style="list-style-type: none"> <li>• Time to carefully plan the trip to include a detailed risk assessment relating to students with disability/impairment.</li> <li>• Additional cost associated with above student/s taking part in the trip.</li> <li>• Paperwork and procedures in place</li> </ul>

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Target	Strategies	Outcomes	Timeframe	Resources
				to ensure consideration in the planning stages of the trip

## Section B: Improving Access to the Physical Environment of the School

Target	Strategies	Outcomes	Timeframe	Resources
<b>B1</b> Ensure that emergency evacuation procedures take account of the needs of students with disabilities.	<ul style="list-style-type: none"> <li>Identify students and review their needs</li> <li>Ensure that appropriate planning including places of safety and staff responsibilities have been established.</li> <li>PEEPs are in place for each individual student identified</li> <li>Evac Chair training has been delivered to key staff</li> </ul>	<ul style="list-style-type: none"> <li>Identified students are safe and have a clearly recognised set of procedures in place to meet their individual needs in case of a fire, or other emergencies requiring evacuation.</li> <li>Staff are able to assist in an efficient evacuation procedure.</li> </ul>	By Summer term 2014	<ul style="list-style-type: none"> <li>Budget for training to be implemented</li> <li>Time dedicated to compile individual PEEPs</li> </ul>
<b>B2</b> Monitor level access to ground floor facilities	Through site inspection ensure that all entrances are accessible and any remedial work carried out effectively	No restriction to entrance and exit of any building on the school site	Ongoing process	Within Site Team duties
<b>B3</b> Apply a no cost curriculum planning solution to providing classroom accessibility to students with disabilities	Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access.	Where possible pupils with disabilities have full access to teaching areas because, for example they are located on the ground floor.	Ongoing Process	None

Target	Strategies	Outcomes	Timeframe	Resources
<b>B4</b> Provide appropriate furniture / equipment were necessary for pupils with disabilities	DBF plan for the purchase of furniture / equipment to meet the needs of known students with disabilities after meeting with Director of Learning Support.	School is able to respond rapidly in providing appropriate furniture / equipment.	Ongoing process	Subject to need

### Section C: Improving Access to Information

Target	Strategies	Outcomes	Timeframe	Resources
<b>C1</b> To make written information more accessible to students with disabilities and at home	Where appropriate the school plan for the provision of: <ul style="list-style-type: none"> <li>• Enlarged resource materials and exam papers</li> <li>• Enlarged written communication with home</li> <li>• An electronic version of all school / home communication</li> </ul>	Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.	Ongoing	LA Sensory Service School TAs