



## Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Ensure that the school estate is fully accessible to wheelchair users and for pupils with limited mobility.	Head of Finance and Business (BWI)	Capital buildings budget: Lift and Accessibility Toilet maintenance £20 000	Ongoing	The school's permanent estate is accessible to pupils, staff and parents with mobility needs. Lifts are maintained in an excellent condition. Staff and other stakeholders receive clear guidance about the use of lifts and adherence to this guidance is monitored regularly. Accessibility toilets are maintained in an excellent condition.
Develop staff routines to support the effective movement of pupils with disabilities around the school estate.	Assistant Principal (SFA)	Staff Development Time	Ongoing	Staff complete training to understand their roles in supporting pupils with disabilities move around the school estate. Pupils with mobility needs obtain and keep lift passes. Pupils with mobility needs arrive punctually to all lessons.
Develop and deliver activities to raise awareness of the needs and rights of disabled pupils.	Assistant Principal (SFA/MGU)	Staff Development Time	03/2020	Training on disability delivered.



				Attendance at all Star Academies and SBC SEND Network Meetings.
To ensure intervention and support is in place for pupils with SEND to help improve Academic progress	SLT/SENCO	Training provided to staff. Monitoring and tracking data for impact.	Ongoing	To reduce the gap between pupils with and without specific needs.
Develop the school's Nurture Group provision (The Place 2 Be) for pupils during unstructured times.	Assistant Principal (SFA)	Full Time Teaching and Learning Assistant (As above)	09/2019	Development of Nurture Group routines during unstructured times. Positive survey responses from pupils with mobility needs and other disabilities.
Develop effective systems for sharing information on pupil disabilities and medical needs.	Assistant Principal (SFA and MGU)	Staff Development Time	09/2019	Virtual space is created to share accurate and up-to-date information on pupils' disabilities and medical needs.
To continue with vocational courses for SEND students (ASDAN)	Assistant Principal (SFA)	Full Time Teaching and Learning Assistant £14, 801	Ongoing throughout the year	Pupils to be able to access the curriculum which is facilitated through support structures as students' needs are met. Pupils develop life skills knowledge beyond the classroom.
To establish and maintain close liaison with outside agencies for pupils with additional needs	SLT/SENCo (SFA), all teaching staff and outside professionals	Staff Development Time, During school hours	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To enable improved access to written information for pupils, parents and visitors.	SLT, teachers, Admin team and SENCo	Staff Development Time, During school hours	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.