



Accessibility Plan 2023-2024

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that all pupils are prepared for their next steps (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe			
Target	Actions	Timescale	Success Criteria
During assessment identify if a pupil requires specialist equipment to access the curriculum	<ul style="list-style-type: none"> Identify and source specialist equipment Staff to access training in auxiliary equipment if needed 	Ongoing – takes place during assessment process prior to admission	Pupils arrive at school with the appropriate equipment and resources needed to access learning
Identify appropriate clinical input and therapeutic support	<ul style="list-style-type: none"> Joined up working during admission stage Identify clinical and therapeutic support (SALT, OT, Clinical) 	Ongoing	Pupils' learning will be supported by appropriate clinical and therapeutic services. This could include SALT support, sensory profiling etc.
Produce an annual plan outlining a range of activities to promote pupils' spiritual, moral, social and cultural development	<ul style="list-style-type: none"> Link to cultural events and curriculum links Staff to contribute to the plan and implementation of plan Links made in curriculum time – ASPIRE, Life Skills and Outdoor Education. 	Ongoing – takes place every September	Pupils participate in a range of activities alongside the taught curriculum to widen their experiences and support growth and development
Review extra-curricular and after school clubs half-termly	<ul style="list-style-type: none"> Through School Council, identify activities pupils would like to participate in Contact parents to ensure pupils are able to access 	Half Termly	Pupils will access a range of chosen, enriching activities to support their personal, social and emotional development
Review the offer of offsite educational experiences at the school	<ul style="list-style-type: none"> Teachers to identify, through planning core aspects of their curriculum, and support these with educational trips and visits to enrich the learning experience 	Annually – September	Pupils will engage in a range of purposeful educational visits linked directly to learning outcomes. This will support with knowledge retention and help pupils to commit learning to long term memory
Carry out annual curriculum reviews to ensure pupils are able to access as broad a curriculum as possible for as long as possible	<ul style="list-style-type: none"> All staff to research own curriculum areas to identify accredited routes and experiences All pupils in Y9 to complete options choices for Y10 and Y11 	Annually	The curriculum will be continually developed, allowing pupils to study as broadly as possible for as long as possible. Pupils will make informed choices in Y9 with the support of Entrust Careers Services and school staff

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Target	Actions	Timescale	Success Criteria
Regularly monitor each site through monthly site inspections	<ul style="list-style-type: none"> H&S team to conduct daily/weekly checks. H&S lead to complete monthly reviews of each site to indicate areas of further attention 	Daily/Weekly walk round (informal) Monthly Checklist (formal)	A report produced with site compliance and areas of attention. Clear actions and timescales to indicate when issues will be resolved
Review all stairwells in school to ensure nosings and surfaces are appropriate	<ul style="list-style-type: none"> To be done as part of daily/weekly monthly checks 	Daily/Weekly walk round (informal) Monthly Checklist (formal)	All stairwells are compliant and free from potential risks
School Lift at the Hive to be serviced and in operation when required	<ul style="list-style-type: none"> H & S Lead to maintain servicing schedule and monitor approved contractor 	Weekly inspection (informal) Servicing as per suppliers schedule	The lift will be in operation for all those that have difficulties accessing the staircase.
Sensory Rooms x 3 at Denstone Building, 1 x The Hive	<ul style="list-style-type: none"> Constructed and maintained throughout the academic year. 	Daily/Weekly walk round (informal) Monthly Checklist (formal) Ongoing maintenance when required	Pupils in need of sensory stimulation and deep pressure will be able to access in a safe manner resulting in more effective self-regulation and reduced anxiety/stress.

Improve the delivery of written information to pupils, staff, parents and visitors with special educational needs and/or disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Target	Actions	Timescale	Success Criteria
Ensure written material is accessible	<ul style="list-style-type: none"> Incorporate statement on school's website stating that written information is available in other formats upon request i.e. large print, coloured paper Timetables are available using Widgit for images to support text Use of dual coding in curriculum and for information where necessary. 	Ongoing	Parents and visitors will be able to request accessible information