

## Accessibility Plan

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Continue to review physical accessibility to see if further improvements are needed – as a new building the school is fully accessible, however we will continue to try to further improve in areas identified as offering additional possibilities and /challenges. A new fully accessible toilet was established on the ground floor (in addition to the one on the top floor) in the last academic year.	SFZ/SIB	As needed		1.
Intervention programmes delivered for all learners with learning difficulties.	SDG/SIB	Built into budgets	Sep 2018 On-going	2. Regular (weekly) intervention sessions delivered for students in English and Maths at KS3. 3. Regular (weekly) withdrawal Literacy/numeracy classes delivered for identified students. 4. Regular (weekly) intervention sessions delivered for students for EBAC subjects at KS4.
Develop bespoke qualifications for learners with complex needs.	DOLS/SIB	Time from SENCO	Dec 2018 On going	1. Potential students in Year 9 identified for alternative

				<p>curriculum to be delivered in year 10/11.</p> <ol style="list-style-type: none"> <li>2. Staff trained and resources secured.</li> <li>3. Students successfully complete alternative qualifications</li> <li>4. Establish skills for life programme for vulnerable learners.</li> </ol>
Develop specialist PE/Sports programmes for students whose disabilities limit their full access to school-based PE lessons and competitive sports	SFZ/SMA	Up to £10,000.00	July 2019 On going	<ol style="list-style-type: none"> <li>1. New opportunities developed for access to other sports e.g. archery</li> <li>2. Specialist equipment installed in fitness room</li> <li>3. Disabled students able to participate in competitive sports – able-bodied and/or ‘disability’ competitions</li> </ol>
Sustain provision of resources and facilities for learners with disability.	SIB	As needed.	Sep 2018  On going	<ol style="list-style-type: none"> <li>1. Students with Hearing Impairment have access to appropriate equipment (e.g. hearing aids and induction loop) which is regularly checked and serviced.</li> <li>2. Continue provide training for staff on supporting students with Hearing Impairment, those with Physical Difficulties and those with learning difficulties (current</li> </ol>

				<p>needs)</p> <ol style="list-style-type: none"><li>3. Provide training for staff on supporting students with other needs (e.g. Visual Impairment, ASD) as needed</li><li>4. Specialist IT equipment (e.g. laptops) and/or specialist software (e.g. speech software, writing software) available for students with learning difficulties and/or physical difficulties that would benefit from them.</li><li>5. Toilets for disabled students are fully accessible and have appropriate equipment (e.g. hoists) that is regularly checked and serviced.</li><li>6. Sports and enrichment activities are accessible for disabled students</li><li>7. All classrooms and specialist labs in the new building are accessible for disabled students</li></ol>
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Ensure leadership positions in the school are accessible to students			<p>Oct 2018</p> <p>On going</p>	<ul style="list-style-type: none"> <li>1. Person specification and job description for prefects, peer mentors, and student Shura roles make them accessible to all.</li> <li>2. Sustain transparent selection process for all positions.</li> <li>3. Monitor appointees in terms of race and disability.</li> <li>4. Further develop student voice to enhance voice of SEN&amp;D students in school.</li> </ul>