

# ACCESSIBILITY POLICY

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**Supporting Legislation & Guidance:**  
**SEND Code of Practice 0-25: January 2015**  
**Children & Families Act 2014**  
**National Curriculum Framework document July 2014**  
**Equality Act 2010, *schedule 10, paragraph 3***

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## **Document Purpose**

This policy reflects the values and philosophy of Preston Manor All-Through School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

## **Audience**

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

A copy of the policy is available in:

- The Head Teacher's Office

This is available for:

- School governors
- External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## **Principles**

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA)
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges for all
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Achieving the Objectives**

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

#### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

#### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

#### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## Vision and Values

Preston Manor All -Through School has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to engage in every aspect of school life and in doing so ‘develop, learn, participate and achieve the best possible outcomes’ (Code of Practice 2015 1:34). The school strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, Preston Manor aims to:

1. Set suitable learning challenges
2. Respond to students’ diverse needs
3. Overcome potential barriers to learning and assessment for individuals and groups of students

This is in accordance with the Inclusion Statement in the revised National Curriculum Framework (July 2014).

## Accessibility Strategy

This statement sets out the ways in which Preston Manor provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and **long-term (a year or more), substantial (more than minor or trivial)** adverse effect on their ability to perform normal day-to-day activities (Equality Act 2010)

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have Special Educational Needs (SEN), but there is a significant overlap between disabled children and those with SEN. Therefore, where a disabled student requires special educational provision they will also be covered by the SEN definition.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or,
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” (Code of Practice (2015) xiii pg 15-16)

Preston Manor’s Accessibility Strategy has been produced in response to, and in accordance with the Equality Act (2010), the Children & Families Act 2014 and the SEND Code of Practice 2015 which set out the legal obligations in regard to direct and indirect discrimination and the provision of:

‘reasonable adjustments including the provision of auxiliary aids and services to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is **anticipatory**- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage’ (COP 2015 pg 17).

Accessibility is addressed under the six headings below.

- **Admissions**
- **Access to Buildings and Classrooms including evacuation**
- **Curriculum Access**
- **Enriched Curriculum**
- **Information for Students and Parents**
- **Access Plan**

### **Admissions**

The Governors of Preston Manor High School support the Children & Families Act 2014 and the Special Educational Needs Code of Practice 2015 which outlines the entitlement of children with special educational needs and disabilities to an appropriate education that promotes high standards and the fulfilment of potential (COP 2015 6:1 p92).

The Governors are therefore committed to the principle of all local children having equal rights of access to mainstream education if this can reasonably be provided. This is in line with the Education Act 1996 Section 316 (3) which states:

If a statement is maintained under section 324 for the child, he must be educated in a mainstream school unless that is incompatible with—

- (a) the wishes of his parent, or
- (b) the provision of efficient education for other children.

The Governors and school’s SENco will work with the Local Authority Special Educational Needs Advisory Service (SENAS) and the parents of a child with Special Educational Needs & Disabilities (SEND) to ensure that school admissions are compliant with this legislation.

### **Access to the Physical Environment (Buildings and Classrooms)**

#### **Evacuation Procedure**

The school’s evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the student and parents/carers and will be in student’s SEN file and recorded on their Individual Plan and on the schools information management system (SIMS). Students who may find emergency evacuation difficult will usually have a learning support assistant or co-tutor with them or in their class. Evacuation procedure will be reviewed and updated as appropriate as part of the Annual Review process.

A PEEP (Personal Emergency Evacuation Plan) will be drawn up for students with additional needs/ disabilities where the need arises.

The school will continue to review access to the physical environment for students with disabilities and to make any accommodations that are reasonable and possible.

The following areas have full access with exceptions noted.

<b>Block</b>	<b>Features</b>
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Main / Jubilee	Ramp to side door. Full access to ground floor, including across quad to Geography corridor (Includes Specialist Maths, Science, Drama and Modern Foreign Languages, Mentoring Suite and dining area). Disabled toilet facilities
Speech & Language Base (ARP for students with Speech Language & Communication Needs) and New Base	Full access
Art & Technology	Access to ground floor Art rooms. (G10, G12) Steep steps to room G4 and G1 (Art & ICT) Difficult to erect a ramp.
CLC	Full access
Gyms Sports Hall	Access from outside through Gym to Changing Room. Alternative Access
Stairs and steps	All internal and external steps are distinctly "Yellow marked" to aid access for Visually Impaired students
Platinum block (new build)	Full access
Lower School	Full access to ground floor and lifts to first floor.
Compass (ARP for students with an Autistic Spectrum Disorder)	Full access including a carefully graded colour scheme and sensory room
	Adapted or specialist furniture for specific disabilities enables access to all blocks

### **Curriculum Access: Teaching, Learning and Assessment (see also SEND policy)**

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. This is achieved by high quality teaching that is differentiated and personalised taking into account of individual access and learning needs. The overarching commitment is that all students achieve best possible outcomes in terms of academic but also personal and social development leading to greater independence and successful transitions to adulthood.

Individual plans identify student outcomes and the provision needed to help each student achieve their goals. This information is available to all staff from the Learning Support area on the school intranet. Support is provided in a variety of formats through the school's graduated response intervention strategy in line with the SEND Code of Practice (2015).

The school is developing its use of IT in particular chrome books and ipads in order to make learning more accessible. A review of current software is underway in response to the rapid development of IT to support learners with disabilities including visual impairment and difficulties with reading, memory and organization. There is a need to balance value for money and consider the longevity of some IT products given rapid advances in this field. All SEND teachers have been recently issued with an ipad as part of the review.

Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

Lead by the Learning Support Department the school will assess a student's need for support and exam access arrangements in line with JCQ regulations. This will involve liaison with teaching staff to ensure that assessments are accessible and appropriate measures put in place to reduce barriers to learning by provision of a scribe, word-processor access, oral language modification and additional time.

### Communication & Interaction Needs

Students with a placement at the school's Additionally Resourced Provisions follow a highly individualized timetable and curriculum offer in order to facilitate their participation in mainstream classes. Advice and support, where appropriate is available from the appropriate external agencies such as BOAT (Brent Outreach Autistic Team) and the Speech and Language Therapist (SALT).

### Cognition & Learning Needs

Effective information sharing as part of primary transition and comprehensive baseline assessments enable teachers to personalise programmes of study for selected high needs students. Some students will benefit from small group teaching and an adapted curriculum for example KS3 nurture groups that run in place of Modern Foreign Languages and focus on literacy, numeracy and developing social and emotional development. Students are then able to pursue modern foreign languages through the ASDAN short course programme at KS4 if they so choose.

At KS4 the school has adapted the curriculum and options pathways offer to include Community Languages, Step Up to English, IGCSE and the Princes Trust Personal Development and Employability to meet the needs of a wider range of pupils. Functional Skills in Maths and English have also been introduced as part of the Study Support option along with direct teaching of study skills, revision skills and higher level reading skills all aimed at increasing access to appropriate Level 1 and Level 2 college courses. Where appropriate students may work outside of their key stage or be disapplied from areas of the curriculum.

### Sensory & Physical Needs

Students with visual or hearing impairments have regular input from specialist teachers who prepare specific advice and guidance for teaching staff and parents. Practically this might be adjustment to seating plans, guidance for managing group work or hearing loop and transmitter systems.

Occupational therapists and physiotherapists provide guidance and support on developing students fine motor and gross motor skills a current example of this is use of exercises using putty to strengthen hand muscles as part of a handwriting support club and differentiated PE lessons involving personalised stretching routine for a KS4 student.

### Social, Emotional & Mental Health

Students with social, emotional and mental health needs are supported by the school's effective pastoral system incorporating The Manor House behavior therapeutic base which has access to a wide range of peer mentors, learning mentors and counsellors. Wave 2 and Wave 3 intervention groups run in response to acute and long-term needs to help students manage anxiety, depression and other issues that might arise from the role of some students as carers. Led by the Learning Support Department the school is using the Boxall Profile to assess needs and plan interventions.

### Access to the Enriched Curriculum

Students at Preston Manor High School have always been encouraged to participate fully in a wide range of extra-curricular activities offered consistent with a duty of care for their health, safety and wellbeing.

This has included:

- Outdoor Education
- Sports
- School Drama Production
- Music
- Clubs and activities
- Excursions and trips

Arrangements for recreation and other aspects of a student's social and emotional development are incorporated into their Individual Plan and reviewed termly. A student survey annually captures the views of the current cohort of students so that provision can be developed appropriately.

The suitability of any event and the need for additional support can be discussed fully with the parents in advance and will be incorporated into the general risk assessment as appropriate.

### **Information for Students and Parents**

Children and families are routinely involved in reviewing provision for the child in line with the requirement for termly review (COP 6:65) which includes the school programme of parental consultation (COP 6:69) and includes Annual Reviews. The views of the child are sought and valued in line with *SEND Policy*. The school holds termly Parent Forums for the parents of children with SEND and acknowledges the importance of working in partnership to develop effective practice and provision.

Large print format materials can be made available. The services of a language interpreter and a sign language interpreter can be accessed via the school or Brent SENDIAS (Special Educational Needs Disabilities Information & Advisory Service) to facilitate parental interviews.

If either student or parents have difficulty accessing information normally provided in writing by the school such as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- Special Educational Needs & Inclusion Policy
- Equality Information and Objectives
- School Medicines Policy
- Behaviour for learning Policy & Anti- Bullying Policy

*All other policies will acknowledge the requirements of the policy*

### **Access to this plan**

This plan is published on our school website. It will also be made available on request to any current or prospective parent who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with the SLT and Student Development Group and will inform relevant aspects of the school's development plan. It will be made available to Ofsted and the L.A. on request.



## Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? <b><i>(As part of a developmental programme differentiated to meet individual need)</i></b>	✓			
Preparation for entry into school. <b><i>(Admissions Policy- within the resources of the School, School Brochure and student information pack) )</i></b>		✓		
Grouping of pupils <b><i>(by year group with IE/BP's and differentiated lesson plans in place plus individual support e.g. reading as relevant)</i></b>		✓		
Homework policy and practice <b><i>(in place by developmental ability and ref school brochure)</i></b>	Not Applicable			
School discipline and sanctions ( <b><i>reference Behaviour Policy)</i></b>		✓		
Exclusion procedures <b><i>(reference Exclusions Policy.)</i></b>		✓		
School clubs and activities <b><i>(full access as relevant also reference e.g. Off Site Visits Policy)</i></b>	✓			
School trips <b><i>(full access with curriculum access statements and risk assessment in place)</i></b>	✓			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? ( <b><i>Training is needs led and represented in school development plan. Risk Assessments also guide training</i></b> )	✓			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? ( <b><i>Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria</i></b> )	✓			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? ( <b><i>As above</i></b> )		✓		
Are there high expectations of all pupils? ( <b><i>All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Work Related Learning and Whole Curriculum policy</i></b> )		✓		
Do staff seek to remove all barriers to learning and participation? ( <b><i>reference Equal Opportunities Policy</i></b> )	✓			
Access to the curriculum. ( <b><i>As above with differentiation if necessary, reference curriculum access statements</i></b> )	✓			
School policies, e.g. anti-bullying, SEN policies, health and safety. ( <b><i>All in place with annual review</i></b> )	✓			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled pupils? ( <b>Resources component in scheme of work and lesson plan</b> )		Access for PE		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? ( <b>Single storey building with e.g. disabled toilets and special features - issues - external of the school building and holdbacks on internal doors</b> )		✓		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? ( <b>Issue-internal double doors</b> )			✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? ( <b>signage established but parking needs upgrading reference also Travel Plan</b> )	✓			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? ( <b>a comprehensive system is in place, reference Health and Safety Policy</b> )			✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? ( <b>Issue-Action point</b> )				✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? ( <b>Any issues dealt with through Statement of SEN</b> )		✓		

Are areas to which pupils should have access well lit? ( <b>Automatic lighting</b> )			✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? ( <b>Low school numbers and small class sizes also individual needs met through IEP and Curriculum Access Statement</b> )			✓	
Is furniture and equipment selected, adjusted and located appropriately? ( <b>as a Special school all resources are provided and organised to reflect whole school need</b> )		✓		
Access to school facilities. ( <b>equality for opportunity approaches reference Equal Opportunity policy</b> )		✓		
Activities to support the curriculum, e.g. drama group visiting school. ( <b>extension activities as identified in pupil planning proformas and evidenced in pupil portfolios</b> )		✓		
School sports. ( <b>Limited 'in school' facilities. However out of school provision available and identified in school planning formats and evidenced as part of PE curriculum programme</b> )		✓		
How the school deals with emergency procedures. ( <b>Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines e.t.c.</b> )	✓			
Breaks and lunchtimes. ( <b>Whole school SEN policy with staff supported system including rotas</b> )	✓			
The serving of school meals. ( <b>Own kitchens with provision for special dietary requirements</b> )		✓		

<b>Curriculum Access</b>	<b>Completed</b>	<b>In Progress</b>	<b>Under discussion</b>	<b>Not yet addressed</b>
Do lessons provide opportunities for all pupils to achieve? ( <b><i>Differentiated Lesson Plans with linked IE/BP's</i></b> )	✓			
Are lessons responsive to pupil diversity? ( <b><i>as above</i></b> )	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? ( <b><i>reference teaching and learning styles policy and teaching strategy component within planning proformas</i></b> )	✓			
Are all pupils encouraged to take part in music, drama and physical activities? ( <b><i>see curriculum rolling programmes re-broad and balanced curriculum entitlement</i></b> )	✓			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? ( <b><i>Individual differentiated programmes</i></b> )		✓		
Do you provide access to computer technology appropriate for students with disabilities? ( <b><i>as identified in statement for SEN and represented in lesson planning formats</i></b> )	✓			
Classroom organisation. ( <b><i>Individually assessed and represented in lesson plan</i></b> )		✓		
Timetabling. ( <b><i>reference Equal Opportunities policy and Statutory guidance</i></b> )	✓			
Assessment and exam arrangements. ( <b><i>Academic, vocational and occupational routes available</i></b> )	✓			
Preparation of pupils for the next phase of education. ( <b><i>Work related learning policy which identifies progression regardless of ability towards end outcomes also Transition reviews and Connexions access</i></b> )		✓		

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? <b><i>(Individual education plans would identify strategies and resources to meet need)</i></b>		✓		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? <b><i>(As above)</i></b>		✓		
Do you have the facilities such as ICT to produce written information in different formats? <b><i>(specialist ICT facility with 'in class' and staff room hardware available)</i></b>		✓		
Do you ensure that staff are familiar with technology an practices developed to assist people with disabilities? <b><i>(professional development programme with support from ICT co-ordinator)</i></b>		✓		
School announcements. <b><i>(Staff pigeon holes, notice boards as part of schools information systems including morning-after school-staff and P D days)</i></b>	✓			
Access to information. <b><i>(School Council and through schools planned Information systems as above)</i></b>	✓			

## Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
<b>Physical Access</b>	<ul style="list-style-type: none"><li>▪ Investigate the possibility of using non-visual guides to assist people.</li><li>▪ Currently there are no requirements or options to look into the need for lifts or similar.</li></ul>
<b>Curriculum Access</b>	<ul style="list-style-type: none"><li>▪ Develop opportunities for staff to experience alternative ways of giving access to or understanding of disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.</li><li>▪ Continue to review the offer of alternative pathways to students with learning needs and other barriers to learning</li></ul>
<b>Information Access</b>	<ul style="list-style-type: none"><li>▪ Investigate the provision of simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information</li><li>▪ Ensure that staff are familiar with technology and practices developed to assist people with disabilities and that these are being trialed and used across the school as and where appropriate</li></ul>

## Access Plan 2018-2020

### Physical Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short/Mid Term</b>	Non-verbal guides to assist people.	Provide Visual aids & Displays.	All suitable areas to provide visual guides.	Sept. 2019- Feb 20	Site/AW/SENCO SEND Dept	Information to disabled students/parents are appropriate - written information available in alternative formats.
	Lifts / Easy Access routes.	Audit potential wheelchair etc accessibility/	Costings made and submitted, with completion timetable outlined based on priority and affordability	In place and ongoing	Site/SLT	Increase access. Needs of all learners met. Parents fully informed
	All students have IEP BP to differentiated work	Regular audit of S.O.W through assortment of management meetings/ supervision	DSD/HOD regularly updating and monitoring their departments provision.	Sept 2018 in place and ongoing	SENCO/KS/SD	All students are able to access areas such as PE through differentiated S.O.W
	Site Assessment of disability accessibility routes	Audit of access/exit routes suitability for those with disability.	Where appropriate Steps taken to address areas that have shortfall.		Site/HT/AW/SLT/ SENCO	Increased Physical accessibility of all. Increased steps and handrails safer for students/adults with visual

						impairment. Areas maintained on a regular basis.
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## Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short/Mid Term</b>	Staff development on alternative ways to understand disabled pupils who cannot engage in particular forms of exercise	PE Staff training and meeting with parents of SEND students arranged.	Staff and students feel supported, and working as a unit.	Oct 2018 and ongoing	PE staff/SEND	Increased access to the Curriculum needs of all learners met.
	Ensure that the classroom organization considers all student SEND needs	Staff training by the SEND dept on disabilities/Aspergers/ the Inclusive classroom etc.	All staff more equipped to organise classrooms that are accessible for all learners	Sept 2018 and ongoing	SENCO/SLT/HODS/LP's	Increased access to the Curriculum. Needs of all learners met.
	Work with SENCO to ensure <ul style="list-style-type: none"> <li>- Assessment is suitable for all</li> <li>- Written material is provided to all students, SEND &amp; disabled students are provided for.</li> <li>- Ensure that there is a balanced curriculum that provides progress for all</li> </ul>	SENCO to provide staff Training for Middle Leaders on aspects of disability to “remove barriers to learning” (Inc. Alphasmart word processors for students with reading difficulties)	Staff confident and able to provide a curriculum offering that allows access to all, regardless of theme or skills taught.	Ongoing	SENCO/AW/HT	Increased access to the Curriculum. Needs of all learners met.

	Make available written material on all students	SENCO to provide updated audit of all SEND students with disabilities available.	Staff able to plan in advance and also seek experience and informed support from SEND	Ongoing	SENCO/AW/SLT/DSD.HODS	Increased access to the Curriculum. Needs of all learners met. Inform staff.
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## Information Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short/Mid Term</b>	Investigate provision of large prints/simple language / braille - Learners with difficulty with accessing information.	Staff made aware of services available through LA. Disabled adults made aware of facilities through signs and newsletters etc. Improve the availability of information for parents - display appropriate leaflets for parents to collect.	SENCO Staff/admin Support to contact details and costs of translations/ adaptations -	Sept and ongoing	SENCO/DH/SLT/HODS	Increased access to the Curriculum. All needs met. Informed staff.
	Insure that staff are familiar with technologies and practices developed to assists people with disabilities	Staff training and meetings with parents of SEN students arranged.  SENCO supporting staff, through the LA	Staff equipped and knowledgeable of a curriculum offering that is accessible to all.	Sept 2018, Ongoing	SENCO/AW/ ALL staff	Increased access to the Curriculum. All needs met of the learners.