

## Accessibility Plan 2015 – 2018

### Section 1 – Increasing the extent to which disabled students feel engaged and part of the school curriculum

Objective/s	ACTIONS			Outcomes	Time Frame	Goals Achieved
	HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)			
To continue to review the individual needs of students to ensure they have maximum access to the curriculum	Continue the use of management plans for all disabled students. All management plans to be designed with specialist services.	SENCO Site Manager	Time	Student feedback shows that 100% of students feel they are fully included, eg full access to all trips.	To be reviewed termly at Parental SEND meetings. Sept 2016	
Disabled access at parents evening.	Arrange teachers at parents evening so that wheelchair users can access them. Parents' evening letters to include section to ask if any mobility assistance is required.	Site Manager and SEND administration.	Time	All stakeholders in wheelchairs can get to all teachers.	Sept 2015	

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<p>To increase the number of positive role models displayed in books, displays and on website.</p>	<p>Increased number of displays including disabled students.</p> <p>Increased number of books with positive role models from different races, different disabilities. Displays and website to show this.</p>	<p>Faculty Head</p> <p>Librarian</p>	<p>Cost of new resources for display work.</p> <p>Cost of new books.</p>	<p>Increased number of displays.</p> <p>Increased number of disabled students who participate in whole school activities and school trips.</p> <p>Increased number of disabled students shown on the website.</p>	<p>Sept 2016</p>	
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- **Section 2 – Improving the physical environment of the school to increase the extent to which disabled stakeholders can take advantage of education and associated services**

Objective/s	ACTIONS			Outcomes	Time Frame	Goals achieved
	HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)			
1) To enable wheelchair users to access the building independently.	<p>Classes to be re-timetabled as appropriate.</p> <p>Classroom door handles at appropriate heights.</p> <p>Automatic Doors and door release buttons at appropriate height.</p> <p>New builds to be fully accessible</p>	<p>Deputy Head</p> <p>Site Manager</p> <p>Head teacher Leadership team SENCO</p>	<p>Cost for new swipe doors and self opening fire doors.</p>	<p>Disabled students can attend all lessons.</p> <p>Classroom handles at suitable height to enable student in chairs to open them for themselves.</p> <p>Self opening doors where appropriate.</p> <p>Door release buttons at a suitable height for all students.</p> <p>Any new building to be fully accessible.</p>	<p>Sept 2018</p> <p>Sept 2017</p>	

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<p>2) To ensure any new build is consistent with the DED.</p>	<p>Disabled Car parking spaces clearly available.</p> <p>Careful planning with all appropriate agencies</p>	<p>Head teacher</p> <p>Leadership team</p> <p>Site Manager</p> <p>SENCO</p> <p>Architect</p> <p>Governors</p>	<p>Time and outside agency communication.</p>	<p>Disabled parking with enough room either side for students, parents and teachers to get out of their car.</p> <p>Disabled students and stakeholders can access all new builds.</p>	<p>Sept 2017</p> <p>Sept 2018</p>	
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### Section 3 – Improving communication with our Disabled Stakeholders

Objective/s (From the Feature chosen)	ACTIONS			OUTCOMES		Goals Achieved
	HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)			
1/   Ensure all our correspondence is accessible to all	<p>To continue to report to parents as requested in correct font/ colour.</p> <p>Larger copies of prospectus.</p> <p>Website user friendly.</p> <p>Audio transcriptions on request.</p>	<p>Headteacher</p> <p>Deputy Head</p> <p>Curriculum and Assistant Heads</p> <p>Personnel Manager</p>		<p>Reports in size 12 font, not on grey.</p> <p>Larger copies of the prospectus available for all to see.</p> <p>Website launch and positive feedback.</p>	All complete 2018	