

SCALBY SCHOOL ACCESSIBILITY PLAN 2023-24

IMPROVING PHYSICAL ACCESS

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
<p>Access: To be aware of the access needs of all students/ children, staff, governors and parent/ carer</p> <p>Ensure all staff & governors and other volunteers/ visitors are aware of access issues.</p>	<p>Gather information around access needs from Primary school as part of the KS3/4 transition or from previous school during transition process.</p> <p>Create Pupil Passport for individuals as required.</p> <p>Annual reminder to parents, carers through text message communication to encourage parents/ carers to inform school of access issues.</p> <p>Include the accessibility plan as part of staff induction process.</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	<p>HOY SEND Team (NDA/JHA)</p>	<p>Individual, relevant and current information is gathered and shared as required so all needs are met.</p>
<p>Ensure everyone has access</p>	<p>Ensure that nothing is preventing access for all</p>	<p>Daily check to ensure the entrance area is clear of obstructions/ machinery such as lifts are maintained and working.</p>	<p>Reception / Facilities Maintenance Operative</p>	<p>All visitors feel welcome in line with Nurture Principles.</p>
<p>Maintain safe access for all</p>	<p>Check exterior lighting is working on a regular basis</p> <p>Health & Safety Issues are an item on the Senior</p>	<p>Ongoing checks – 3 monthly</p> <p>Weekly agenda item</p>	<p>Facilities Maintenance Operative</p> <p>Senior Leadership team</p>	<p>Everyone feels safe and can gain access safely into the school grounds</p>

	Leadership Team, (SLT) meeting agenda			
Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all students with physical disabilities, mobility issues. disabled pupils. These are shared on CPOMS and shared on Engagement and Safety information.	As required	SEND Team NDA/ JHA	All students and staff working with them are safe
Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties. (staff complete statutory online training)	Weekly Checks Annual Fire Risk Assessment	All staff to complete statutory training. Facilities Maintenance Operative	All personnel and students have safe independent exits from academy
Ensure that the building remains fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms, lifts etc	As works are undertaken	SLE – Business Manager	That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors

IMPROVING ACCESS TO INFORMATION

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	CFE – Compliance Officer/ CLA – Website Admin	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email,	Ongoing	SLT	All parents/carers become aware of alternatives

	student-post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs. Check that correspondence sent home is accessible in relation to reading ability language etc			available and how these can be accessed
Ensure information in all SEND reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews	Ongoing	SEND Team (NDA/JHA)	Parents/carers have choices about how they are communicated with and how they provide their points of view.

IMPROVING ACCESS TO THE CURRICULUM

TARGETS	STRATERGIES	TIMESCALE	RESPONSIBILTY	SUCCESS CRITERIA
Curriculum adjustments ensure fair access for all.	<p>SEND Team to update Pupil Passports during My Plan meetings. Documents updated on Provision Map.</p> <p>All teaching staff to use information located on Bromcom (Pupil Passports) to create a SEND Provision Map for each of their teaching groups. This document outlines how the</p>	SEND Team to meet parents of students with EHCP termly to hold a My Plan Meeting and update Pupil Passport which Teachers use to create SEND Provision Maps at the start of the new academic year.	<p>SEND Team to update documentation.</p> <p>All staff to read and implement strategies.</p> <p>EAA by SHA</p>	All students access fully the curriculum provided. Structured conversations as appropriate with parents/carers.

	teacher will meet the needs of the learner. Teachers consider the needs of all students in the school when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those students with general and specific learning difficulties			
Ensure teaching and learning methods and environment support students with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required As required in response to student need All staff Progress confirmed by observations and formal assessment through liaison with Speech Therapy Service.	As required in response to student need	All staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support students with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops.	As required in response to student need	SEND Team (NDA/ JHA) EAA by SHA	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support	Student faces board, glasses worn. Modified print if needed .Exam Access	As required in response to student need	SEND Team (NDA/ JHA) EAA by SHA	Progress confirmed by observations and formal assessment

students with visual impairment	Arrangement for modified papers and specialist equipment if needed.			
Ensure teaching and learning methods and environment support students with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Specialist chairs in science. Designated wheelchair access stations in Hospitality & Catering classrooms. Supervised access to lifts. Pass to support early exit from classes. Direct access to Assistant teacher support as SEND Team NDA/ JHA. Students are able to access all activities. Regular visits from Physio	Assistant Teacher support as required	SEND Team (NDA/ JHA)	Students are able to access all activities.
Ensure teaching and learning methods and environment support students with social, emotional and mental health (SEMH) difficulties	Pupil Passport linked to supportive documents such as Modelling for Excellence, SEND tool kit found on the pedagogy platform. Layout of classroom, time out, clear targets, clear behavioural expectations.	Assistant Teacher support as required	SEND Team (NDA/ JHA)	Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods and environment support students with diagnosed	Annual parental contact to check and update medical information.	Awareness for the subject specific lessons and PE	SEND Team (NDA/ JHA)	Students able to access the activities.

medical conditions e.g. asthma, allergies	Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.			
Necessary provision is in place to allow all students to access extra-curricular opportunities	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc.	As required in response to student need	SEND Team (NDA/ JHA)	All students access fully the curriculum provided
To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through RAGs. Provide appropriate interventions	Weekly	RSL / Head of English and Mathematics	Enhanced student progress shown in Access to Learning (ATL) report
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series	SEND Team (NDA/ JHA) EAA -SHA	All students can fully access all exams and statutory assessments