



Accessibility plan

As an inclusive trust, we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our trust community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our trust accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for individuals with disabilities within the trust

- ensuring high expectations of all
- ensuring representation of a wide range of diversity within our curriculum and trust community
- encourage links with the wider community

We recognise that it is the responsibility of every member of our trust community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our trust policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Pupils with visual impairments have access to the curriculum	Larger type used Coloured paper used where appropriate Use of ICT (large icons on desktop etc.) Appropriate training for new VI Coordinator Use of objects of reference to aid understanding	Classrooms are accessible to visually impaired children Improved IEP's for VI children	Short Term and continuing	Physically accessibility of school increased
Pupils with hearing impairments have access to the curriculum	Pupils placed near front of class Pupils spoken to directly Speech reinforced using facial expressions, signs or gestures Speech reinforced with visual back-up print, pictures, concrete materials, symbols and objects of reference	Lesson are accessible to hearing impaired children	Short Term and continuing	Physically accessibility of school increased
Pupils with speech and language difficulties have access to the curriculum	Use simple and familiar language and short concise sentences Avoid ambiguous vocabulary Reinforce speech with facial expression, gesture and sign Develop opportunities for staff training related to sign Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials Emphasize	Classrooms are accessible to children with speech and language difficulties	Short Term and continuing	Physically accessibility of school increased

	key words, reinforcing visually Avoid closed questions and encourage pupils to speak in sentences Develop language through drama & role play Increase use of AAC for all pupils that require			
Pupils with physical disabilities are fully involved at playtimes	Develop lunch time opportunities clubs social events and provide resources to support these Staff to ensure all pupils have opportunities to engage with others at relevant times	Physically disabled pupils able to access all outside areas	Short Term and continuing	All pupils included in all aspects of school life
Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	Audit adult training needs and identify appropriate training courses Bring to the attention of relevant staff Use internal expertise, outside agencies, specialist centres and support groups	Staff trained and supported	Short and long term. Review when staff leave and join	Curriculum accessible to all pupils
Pupils with challenging behaviour are fully integrated within the classroom	Approach training for all staff Teaching assistants are used to support appropriate pupils PBS approach implemented at whole school level Develop intervention tool kit for Positive Behaviour/Pastoral Teams Technique of the week to reinforce underpinning beliefs around PBS	All staff are able to respond appropriately to all pupils	Short and long term. Review annually the changing need of students	Number of pupils excluded kept low
PMLD pupils are fully integrated within the classroom	Teaching assistants are used to support appropriate pupils Work with Health trust to increase physiotherapy input PMLD review to take place, strengths and areas of need identified. Plan to be updated accordingly	Needs of all children are fully met	Short and Long Term	Curriculum accessible to all pupils

ASC pupils are fully integrated within the classroom	Teaching assistants are used to support appropriate pupils Development of PSED Assessment system that acknowledges social attention and regulation challenges ASC review to take place, strengths and areas of need identified. Plan to be updated accordingly	Needs of all children are fully met	Short and long term. Review when changes to assessment or student	Curriculum accessible to all pupils
All members of the Community have equal opportunities to access the School premises and relevant information	School premises are inspected and reviewed to ensure accessibility for all School provides information in range of alternative formats when necessary	Needs of all members of the school community are fully met	On-going review	Physically accessibility of school increased and delivery of information is available to all
- To ensure that access to all parts of the school environment is safe	Building and grounds to be regularly inspected. H of S to be informed immediately of any safety concerns or issues. Governors to monitor at Governors meetings when a health and safety report will be given by SLT	Pupils able to move around independently and safely Pupils needs are addressed in the curriculum and socially Staff are trained to support pupils with confidence Access is safe for all pupils Govs monitor at meetings	On-going	Site Team carry out daily morning checks and work closely with H & S Inspector on H & S Audit and Action Plan
To further develop pupils independence and access to learning experiences	Independent travel training to be a feature of the KS4 and KS5 curriculum for identified students – including to and from college and work experience placements where possible	More pupils able to travel independently to and from different settings.	On-going and reviewed within curriculum on annual basis	Identified students supported in Independent travel training by skilled staff

Name of policy:	Accessibility plan
Effective from:	March 2019
Next review:	February 2023

Revision History

Date	Details	Author
March 19	New CLP Trust Policy	Kay Charles