

Accessibility Plan

Document Control

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Stockland Green Accessibility Plan 2015-2018

Section 1 - Increasing the extent to which disabled students can participate in the school curriculum. This should include all aspects of the Single Equality Law 2010.

Target-	Strategies	Outcome	Time Frame	Goals Achieved (completed at reviews during three year plan period)
To develop learning and teaching to make all lessons accessible via differentiation to all students.	<p>ATLP-SENCO/SLE to undertake learning walks. To facilitate specific CPD for faculties across the school focussing on access and progress.</p> <p>Whole School Development Plan focusing on Teaching and Learning Development through:</p> <ul style="list-style-type: none"> - Data/T and L Meetings - Teaching and Learning File showcasing differentiated 5MLP/CLIPs for all learners. 	<ul style="list-style-type: none"> • ATLP – SENCO/SLE documentation completed. • Evidence of differentiation seen in planning, student books, SOW, seating plans, CLIPs and SEN Management and Strategy plans embedded. • Good or outstanding quality first teaching in all areas. 	2015-2017	
To develop the whole staff understanding of the Graduated Approach.	<p>Graduated Approach to be part of the above process. CPD to be delivered across the school. SENCO to develop HOF understanding of COP and the lanaguage of SEND.</p>	<ul style="list-style-type: none"> • All staff to demonstrate good awareness of Graduated Approach and undertaing plan – do –review cycles. 	2015-2017	
To embed the use of Progress	ATLP-SENCO to work with new	<ul style="list-style-type: none"> • SENCo to embed 	2015-2016	

<p>reviews and Education, Health and Social Care Plans in response the New SEN Strategy and Code of Practice 2014.</p>	<p>SENCO in post to develop process and paperwork in accordance with the legal framework of the 0-25 SEND Code of Practice, 2014. HOY/ TAs/ Leadership Group and all related pastoral support groups to be part of the EHCP transfer and EHCP Pathway process to build and embed knowledge of SEND process and law.</p>	<p>progress reviews outlining over and additional support.</p> <ul style="list-style-type: none"> • All legal SEND documentation completed to statutory deadlines. • Correct processes and procedures inline with Code of Practice 2014. 		
<p>To develop understanding and awareness of staff in relation to the needs of students on Autistic Spectrum.</p>	<p>AS Lead Practitioner to work with individual staff to identify and solution finding ie use of comic strip/ social stories. To train the TA team in these strategies. CAT to train team in PDA/ Literacy and Autism. SENCO to liaise with ATLP SENCO sharing intervention and faculty CPD. SENCO to complete detailed SEN strategies and Management Plans in partnership with students/parents/ATLP SENCO and CAT Leadership group to complete level 1 AET training. Leadership to support ethos change in response to the Single Equality Law. All staff to have had level 1 AET</p>	<ul style="list-style-type: none"> • Evidence of ongoing CPD, Management and Strategy plans in place. • Student records stored electronically. • Lead Practitioner completing/leading progress reviews. • AET training completed. 	<p>2015-2017 (ongoing)</p>	

	training.			
To develop staff understanding of The Single Equality Act 2010.	To focus on the 7 Protected Features and to identify how these groups are fully included in school life. To embed the ethos of the Single Equality Act 2010 via CPD. For the HOY/SENCO/GC Family Support and Assistant Pastoral Headteachers to meet and share information on a fortnightly basis.	<ul style="list-style-type: none"> • For all staff to demonstrate knowledge and understanding of the 7 Protected Features and the Single Equality Act 2010. • Single Equality Act 2010 to be evident in all key school policies. • SEND Provision Map in place. • All policies regularly updated within guidelines. 	2015-2017	
To develop understanding of all SEND students and the features specific to their condition.	ATLP-SENCO/SLE to undertake learning walks. To facilitate specific CPD for faculties across the school focussing on specific needs, access and progress. TA team to be empowered to act as advocates for SEND students and to share expertise/ knowledge and strategies with teaching staff.	<ul style="list-style-type: none"> • Performance management documentation to identify SEND as basis of personal development. • SENCO to have developed key roles within TA team for specific SEND needs. • CPD programme embedded. 	2015-2018 (ongoing)	
To develop provision for hearing impaired students.	Training of level 3 TA to become a hearing impaired advocate	<ul style="list-style-type: none"> • Student to be well supported and using 	2015-2017	

	<p>Training to all staff from Sensory Support Service on use of radio mics to support HI students. Ongoing training and CPD .</p>	<p>appropriate aids to enable them to access lessons. Teacher to be confident in using aid.</p> <ul style="list-style-type: none"> • Appropriate Management and Strategy plans in place. • Outside agency intervention and documentation in place. 		
<p>To develop use of Guidance Centre to access greater number of students with emotional/social needs.</p>	<p>ATLP SENCO audit of Guidance Centre completed (2015). Relaunched Guidance Centre in a new larger space in school Sports Centre. Fortnightly meeting between SENCO and GC Manager to formalise links between the two areas. Y11 Exam Stress Buster group. Lunchtime art therapy sessions offered during school lunchtimes. 1:1 CBT for students referred to the GC. Additional support for managed move and post exclusion reintegration.</p>	<ul style="list-style-type: none"> • Closer working partnerships between pastoral support across school. • Increasing offer to support students emotional/social needs. 	2016-17	

Transition from KS2-3.	Developing role of key staff to facilitate a flexible needs driven programme of transition for the most vulnerable students.	<ul style="list-style-type: none"> • Programme developed and established. • Links with junior schools established and embedded. 	2015-2018	
Target- Literacy and curriculum access.	Strategies	Outcomes	Time Frame	Goals Achieved
To develop Literacy Strategy across the whole school meeting the needs of all students.	<p>Pupils have dedicated literacy lessons at KS3 during English.</p> <p>Pupils with the greatest needs have been taught in a small group using Read Write Inc to secure greater understanding of phonics to achieve a 4b or equivalent by the close of the academic year.</p> <p>The school operates a literacy marking policy and makes use of spelling logs across all faculties.</p> <p>Whole school training on grammar, literacy marking and approaches to teaching reading have taken place.</p> <p>Interventions to support literacy are in place at KS4 and the approaches outlined above are used to support KS3.</p>	<p>Improved standards of literacy.</p> <p>Securing a 4b in reading and writing for all identified pupils.</p> <p>Literacy marking practice embedded across the school.</p> <p>Greater understanding of elements of literacy. Staff confidence. Effective marking.</p> <p>Improved literacy outcomes.</p>	Ongoing	

	<p>A course designed to develop KS4 students writing skills and numeracy running as an option in Year 9 (Key Skills)</p> <p>Faculties receive support and CPD to implement the elements of literacy most pertinent to their subject: Technology, Humanities and Science have been the focus thus far.</p> <p>Pupils read each week during Citizenship time.</p> <p>All faculties are to begin recording an overall grade for SPAG at each assessment point.</p> <p>Identification of likely RWI cohort and pre teaching Transition workshops for students at or below level 3.</p>	<p>Students are able to access exam material across the curriculum.</p> <p>Greater understanding of elements of literacy. Staff confidence. Effective marking.</p> <p>Increased embedded expectation and engagement with reading.</p> <p>Identification of likely RWI cohort and pre teaching.</p>		
<p>To develop learning and teaching so that all lessons are good or outstanding.</p>	<p>ATLP SENCo working with faculties to embed good practice. This to include learning walks, CPD development, linking with outside agencies and providers.</p> <p>See point One.</p>	<ul style="list-style-type: none"> - To secure good or outstanding in all areas including SEN. - Embedded on going CPD focus on SEND. 		

	Teaching Observation Cycle Calendar to track and monitor teaching in all areas. Books looks, learning walks. Assistant HTs working alongside ATLP SENco to develop quality first teaching.			
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Section 2 - Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Strategies	Outcome	Time Frame	Goals Achieved
To enable students to access all areas of the building independently.	School is compliant with current legislation for access			N/A
Target	Strategies	Outcome	Time Frame	Goals Achieved
To ensure Physical Access to Reception and school for adults with Physical disabilities.	School is complaint with current legislation for access However, school have engaged the services of an external company to redesign reception to improve access further Improvements to reception to be made Summer 2017	Improvements to reception to be made Summer 2017 subject to governor approval and funding being available	2015-2018	

3 Improving the delivery to disabled students/ parents of school information.

Target	Strategies	Outcome	Time Frame	Goals Achieved
To enable information access for all parents, including those with English as an additional language.	<p>Leadership group</p> <p>Website development. BEP EAL link.</p>		2015-2018	

Approved: January 2016

Review due: September 2016 and 2017

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