

Accessibility Plan

Stockland Green School

Part of the Arthur Terry Learning Partnership

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. This document contains an action plan with the aim to reduce and eliminate barriers for students, prospective students and adult users with a disability to have full participation in the school community.

Stockland Green School and Stockland Green Autism (ASC) Base offer inclusive provision with opportunities and respect for all without discrimination. Stockland Green School is committed to ensuring staff are aware of equality issues within the Equality Act 2010, including an understanding of disability issues.

This plan is available on the school website and paper copies are available upon request.

This plan is covered by the complaint's procedure.

Legislation and Guidance

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a substantial and long-term adverse impact on their ability to undertake normal day to day activities.

Within the SEND Code of Practice 2014 'substantial' is defined as 'more than minor or trivial' and 'long term' is defined as 'a year or more'. Included (but not limited to) within this definition are those affected by sight or hearing difficulties, neurological difficulties and long-term health conditions such as asthma, epilepsy, **caser** and diabetes.

Schools have a duty to make 'reasonable adjustments' for students with disabilities to reduce any substantial disadvantage that a disabled student may face in comparison with their non-disabled peers.



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Action plan

Objective	Accessibility Planning Area C – Curriculum E – Environment RB – resource base I – information	Strategies			Outcome Evidence to be collected to measure progress	Dates
		What / How	Who	Resources		
To develop learning and teaching to make all lessons accessible to students with SEND	C RB	Embed pupil profiles CPD to focus on Quality First Teaching strategies	CAT ASC lead Practitioners SENCO Other support services as appropriate Classroom teachers	Time for completing of profiles Student briefings / student conference CPD Calendar Cost	Evidence of differentiation seen in planning, student books, SOW, seating plans Good or outstanding quality first teaching in all areas. Sessions have taken place guided by appropriate agencies where applicable	



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		To provide ongoing ASC / ADHD awareness training to all staff	CAT ASC lead SENCo Assistant SENCo	Cost	Student voice evident within pupil profiles. All students diagnosed with ASC / ADHD to have a pupil profile in place and available to staff on GO4Schools.	
	I	SEND report to inform parents. To be reviewed yearly	SENCo	SEND information report	Available on website Reviewed yearly	
To improve access to lessons for students with communication and interaction needs	C E I	To continue to have Tier 1 ASC training for all staff	CAT SENCo	CAT hours Staff CPD time	Training for new staff to be provided at least bi-annually	
	C E I	For SENCo, Assistant SENCo and lead ASC practitioner to	CAT SENCo Lead ASC practitioners	CAT hours Staff time	Certification in place for SENCo and lead ASC practitioners Assistant SENCo	To be completed by end of



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	have Tier 2 training				academic year 22-23
I	For identified students to receive specialist support from SaLT For SaLT lead interventions to be delivered by a level 3 teaching assistant		SaLT therapist cost TA hours	Strategies used to inform pupil profile Register of interventions Intervention progress monitored	



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	I	For SENCo to have Tier 3 training	CAT SENCo	Cost	Certification	To be completed by end of academic year 22-23
	E	To work closely with students and parents to identify and reduce environmental factors / sensory sensitivities that lead to anxiety To be supported in this by the CAT	CAT SENCo Lead ASC Practitioners	Time	Evidence of reasonable adjustments being made on an individual needs base including but not limited to <ul style="list-style-type: none"> - Adjustments to school uniform - Access to corridors / canteen at quieter points in the day - Access to resources such as ear defenders 	



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To improve access for students with sensory and physical needs	C I E	Use of specialist services such as VI / HI team to support with the production of sensory plans – for these to be shared with staff.	SENCO Outside agencies	Time	Staff using pupil profiles / sensory plans to be aware of sensory needs of individuals and take positive steps to meet those needs and mitigate and challenges within the environment.	
		Students to have access to specialist equipment / aids identified as meeting their needs / mitigating challenges within the classroom	SENCO Outside agencies	Cost of equipment / aids	Students collecting and using specialist equipment regularly Specialist equipment kept in good condition and ready for students to use Staff confident with using / supporting students to use their equipment	



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	For all doors that require an 'open' button to have that button within reach of easy access for a wheelchair user.	Site manager			
	For wheelchair users and those with reduced mobility (that would impede their evacuation) to be aware of the appropriate refuge points and for refuge	SENCo Site staff	Training for relevant staff. Training for students who use a wheelchair.		



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		points to be maintained.				
		For consideration to be made to ensure that all school trips are accessible	School trip organiser (EVC) Office manager SENCo Assistant SENCo	Effective use of Evolve Support from EVC CPD for staff who lead trips	All students can access all opportunities	
		For the profile of inclusive sports to be raised school wide	SENCo Assistant SENCo PE staff	Inclusive equipment Staff CPD	All students can access all opportunities	



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	To ensure that disabled car parking spaces are clearly available	Site staff	Clear identification	Suitable access to school site	
	To allow access to the school site for parents / carers of young people that require transport due to mobility needs.	SENCo Admin / office staff		Access for Travel Assist transport into the car park Car park passes to be provided to parents / carers of identified students.	
	For the lift within school to be maintained and available for students with mobility needs	Site staff	Lift passes	Students that require lift access to be issued with passes to enable them to do this Annual reviews of physical access of the school site	



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<p>To improve access for students with cognition and learning needs</p>		<p>To continue to provide high quality CPD opportunities including INSET days, staff briefing and coaching sessions to meet the needs of our students</p>		<p>Cost Time</p>	<p>Staff CPD calendar to map opportunities Exam access arrangements in place Access to specialist support and advice from PSS and other professionals as appropriate.</p>	
<p>To improve access for students with Social and Emotional needs</p>		<p>All staff to be TIASS aware and for strategies to be embedded across the school environment</p>	<p>All staff EP Service Deputy Head teacher SENCo</p>	<p>Cost Time CPD calendar Staff briefings</p>	<p>Staff CPD calendar to map opportunities</p>	
		<p>Staff to complete motional training and for motional to be embedded</p>	<p>Deputy Head teacher B2A staff Inclusion staff</p>	<p>Motional Tool Allocated CPD time</p>	<p>Improved outcomes for students pastorally and academically. Timely and taoited support/ intervention.</p>	



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					Monitored support/ intervention.	
To establish a working group across the ATLP to share best SEND practice	C	To collect the views of SEND students at least annually To collect the views of parents of SEND students at least annually	SENCo	Time Shared training day programmes	Embedded joined up work ethos Embedded time within the CPD calendar.	
To establish SEND anti-bullying ethos across the school	C E I	Wellbeing week activities Citizenship programme	LG	Behaviour Policy Anti-bullying policy Wellbeing Weeks PD lessons	Negative logs available on go4schools Close monitoring of Go4Schools Follow school procedures as outlines in the relevant policies.	



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				Citizenship Programme Staff CPD		
For students that access the Resource Base to be fully integrated into school community life	E C I	Students accessing a range of opportunities in line with their peers	SENCo Assistant SENCo Lead ASC practitioners CAT EP Other outside agencies as appropriate All staff		Positive academic outcomes for Resource Base students Students accessing a range of opportunities in line with their peers Students feel happy and part of life at SGS.	
For extra curricular activities to be fully accessible to all students	E C I	Students accessing a range of opportunities in line with their peers	All staff SENCo Assistant SENCo	Extra curricular timetable	Students feel happy and part of life at SGS.	



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Accessibility plan *dates*

			Lead ASC practitioners	Staff awareness and CPD		
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