



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

ACCESSIBILITY PLAN



DOCUMENT CONTROL

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School Link	Headteacher



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Policy

- All students have the right to access an appropriate curriculum and enjoy every aspect of school life, regardless of any learning, physical or social disability.
- All students have the opportunity to fulfil their potential and appropriate provision will be in place to meet the diverse needs of all learners.
- Pleckgate must ensure students' physical needs are accommodated.
- Pleckgate has the responsibility to ensure all staff are fully aware of students' physical needs and how they should respond accordingly.
- All students have the right to access emotional support and receive appropriate professional guidance to achieve equality of opportunity.

Practice

Learning - Pleckgate must:

- Ensure appropriate provision is in place to meet the diverse needs of all learners.
- Ensure the early identification of student need through liaison with feeder primary schools, analysis of KS2 data, reading and writing comprehensions, CAT tests and subject benchmarking to identify student strengths and weaknesses.
- Provide effective provision in the form of a flexible timetable and/or an enriched alternative curriculum to facilitate personalised learning programmes, in class support, small set teaching, and relevant interventions when required.
- Provide a diverse curriculum and range of courses (entry level, BTEC, GCSE, Life Skills) to suit student need.
- Keep up to date with relevant curriculum and research material to provide a first-class learning experience where all students can fulfil their potential.

Physical - Pleckgate must:

- Ensure physical difficulties are not a barrier to students' learning, social interaction, safety or health and well-being.
- Adopt operational practices that support movement around school and essential daily routines for students with physical needs.
- Adapt the timetable and curriculum, if necessary, to ensure students have full access to a personalised learning programme.
- Ensure accurate records are kept monitoring progress, effect movement within the staged response set out in the Code of Practice and continually improve provision for students with physical disabilities.
- Monitor Health Care Plans for statemented /IPRA students.
- Regularly review and communicate student progress to teachers, students, their parents and other involved parties as appropriate.
- Liaise with outside agencies and disseminate information with relevant staff, parents and students.
- Liaise with and advise fellow teachers; provide training on physical disability issues.

Social- Pleckgate must:

- Provide opportunities for students to have access to appropriate guidance, advice and support on a diverse range of issues.
- Ensure students receive appropriate and timely advice and guidance on PSHE Drop Down Days.
- Provide Learning Mentors for identified students.
- Monitor and regularly review the programmes and support given to students via the Learning Mentors.
- Provide mentors for vulnerable Year 11 students.
- Liaise with outside agencies (educational psychologist) to provide guidance, advice and strategies to support staff and parents.

Monitoring

The responsibility for monitoring this policy lies with:

The Deputy Headteacher in charge of Curriculum (Learning) Head of Learning Support (Physical), SLT responsible for Pastoral and PSHE (Social).

For issues relating to student identification, support and monitoring.

This is achieved by:

- Monitoring the curriculum offers and courses for students.
- Monitoring and reviewing individual student timetables for identified students as necessary.
- Issuing the Special Needs Register lists to all staff and updating these termly.
- Conducting statutory annual reviews for Statemented students and those with IPRAs.
- Acting upon causes for concern and referrals from teaching staff.
- The drawing up, implementing and evaluating of Health Care Plans for students with statements and IPRAs.
- Allocating support to lessons and evaluating its effectiveness through teacher feedback, observations and student progress.
- Issuing student enquiry forms to teachers, interventions and TAs prior to reviews.
- Monitoring progress in interventions by observations, oversight of assessments and analysis of student results.
- Monitoring the impact of the Learning Mentors through data, student voice and case studies.
- Monitoring and reviewing the enjoyment and impact of PSHE days through student voice and student response to issues.

The Senior Leadership Team.

For regular liaison with the SENCO regarding whole school issues such as teaching and learning, staffing needs and putting the policy into practice.