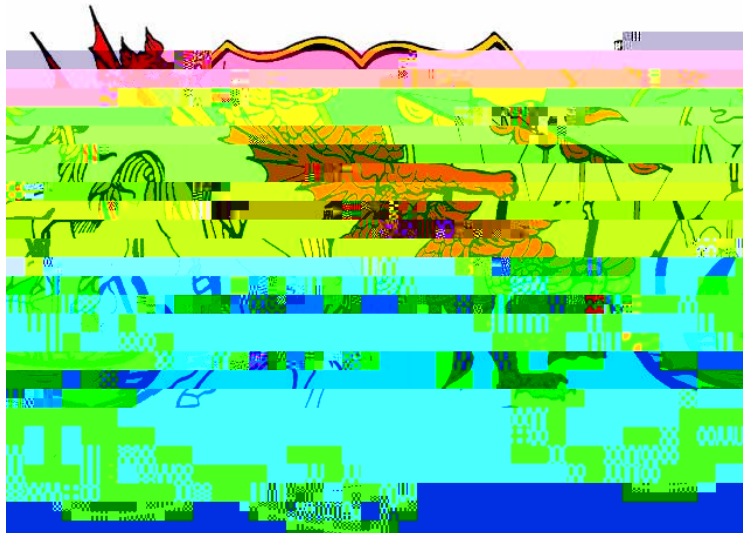


# HAYGROVE SCHOOL



## Accessibility Plan

DATE: May 2022

TARGET AUDIENCE: Staff/Students/Parents

POSTHOLDER RESPONSIBLE: Tracy Lee Director of Finance & Operations

STATUS: Ratified by LGC 10 May 2022

DATE OF NEXT REVIEW: Every three years

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## plan

an sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Access to curriculum for all	<p>Our school offers a differentiated curriculum for all students</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources are adapted to meet the needs of individuals including those with visual/auditory disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Where necessary all students will follow the mainstream curriculum for their age and key stage.</p> <p>If necessary, adjustments will be made for the best interests of the student with consultant from parents/carers, the pastoral and inclusion team.</p> <p>The curriculum will provide students with skills and knowledge to prepare for adulthood and independent living.</p> <p>The curriculum includes lessons within the school site but also participation in after school clubs and additional schools visits and activities.</p> <p>Staff will be flexible enough to adapt teaching approaches to enable students with disabilities to learn effectively in their classroom.</p>	<p>Development of the OCR Life Skills and Living course and Functional Skills English and Maths for those students that are unable to access a full range of GCSEs</p> <p>Ongoing audit of lunch provision and clubs to support needs</p>	SEN team/teaching staff		Curriculum in place and school self-evaluation activities demonstrate that these procedures are in place

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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All staff have high expectations of all students and encourage them to succeed in all aspects ofem to

AIM

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			<p>students as the need arises</p> <p>Ensure the fire evacuation plan is up to date and reviewed annually.</p> <p>Investigate the need for an evacuation chair for the new building</p>			
Audit lighting so across the school.		<p>Lighting is adequate to meet the needs of all learners</p> <p>Be able to access lighting for sensory/ASC needs as students arrive</p>	<p>Seek advice on the lighting in all teaching areas from the Sensory Needs Services</p> <p>School walkthrough/audit</p>	SENDCO/ Premises Manager	September annually	Lighting improved for visually impaired and hearing-impaired children currently in school
Increase confidence of staff in differentiating the curriculum	SENDCo works closely with HOY and staff to support differentiation		<p>Undertake audit of staff training needs on curriculum access</p> <p>Plan training schedule to meet the need of the staff</p>	Assistant Head Inclusion SENDCO	September 2021	Raised confidence of staff in strategies for differentiation and increased pupil participation



AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			<p>Work closely with staff so they feel confident</p> <p>Ensure all info is pinned on Arbor</p>			
<p>Ensure Teaching Assistants (TAs) have access to specific training on disability issues</p>	<p>Some training has taken place</p>	<p>LSAs feel confident in meeting the needs of the young people both in and out of class. All LSAs have access to quality training</p>	<p>Use staff audit to identify (year 9-11) LSAs (LSA) training needs and inform Professional Development process</p>	<p>SENDCO</p>	<p>Ongoing due to staff turnover and arrival of new students</p>	<p>Raised TAs wider range of interventions on offer to meet the needs of individuals</p>

Ensure all staff are aware of students with additional needs  
um access

SEN register

All info added to Arbor for easy access

Dissemination of information via individual student portraits

Further



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