

The Arthur Terry School

Accessibility Plan 2022

Success Criteria

1. A) Improved access to the external physical environment of the Arthur Terry School , adding specialist facilities as necessary.
B) Improvements to the internal physical environment of the Arthur Terry School and use of physical aids to access education.
2. Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching, to ensure that all vulnerable students are as equally prepared for life as able-bodied students. This covers teaching and learning and access to and inclusion within the wider curriculum of the Arthur Terry School such as participation in after-school clubs, leisure and cultural activities or Arthur Terry School visits. It also covers the provision of specialist aids and equipment, which may assist these students with access.
3. Improved delivery of written information to students, staff, parents and visitors. For example, use of visuals, dual language, simplified handouts, adapted timetables, textbooks and information about the Arthur Terry School.
4. The Arthur Terry school meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).

Tasks/Actions	Persons Responsible	Resources & Costs	Timeframe (by when)	Monitoring/Evaluation	
1.	Improved access to the physical environment of the Arthur Terry School, adding specialist facilities as necessary and physical aids to access education.				
	Lifts to be serviced within recommended intervals.	Maintenance team, Leadership, Finance, SENCO, learning support team	On going	On going	Daily use allows students and staff to report any concerns to Maintenance team. Yearly service carried out.

	Maintenance team to ensure disabled toilets are fully stocked and operational.	Maintenance team.	On going	On going	Daily use allows students and staff to report any concerns to Maintenance team.
	To ensure any identified students are timetabled in subject specific rooms that are accessible/ with adapted equipment.	Maintenance team, Leadership, Finance, SENCO, learning support team	On going	On going	Ensure an audit of adapted equipment is conducted regularly in line with guidance.
	Staff training on personal and intimate care and lifting to date.	SENCO, learning support team	Training costs	Yearly	This is an annual training requirement.
	Ensure students and staff who require access to lifts have access to a lift key.	Maintenance team, Leadership, Finance, Progress leads SENCO.	Cost of any new keys required.	Yearly	SENCO aware of students through transition who would need an additional life key. Progress leads would be made aware of any other student requiring a key. E.g through an accident.
	Maintenance of the personal care facility.	Maintenance team, Leadership, Finance, SENCO, learning support team	On going	On going	Lifting machinery and slings to be checked within guidance timeframes.

2.	Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching to ensure that all students with additional needs are as equally, prepared for life as able-bodied students.				
	<p>Whole school training is planned in advance to support the primary needs of students with SEND.</p> <p>Share good practice quality first teaching and adaptive teaching strategies for a range of disabilities and incorporate these into CPD for SEND training: whole school and departmental.</p>	Maintenance team, Leadership, Finance, SENCO, learning support team	Training costs for materials or external presenters	Annual SEND Training and termly CPD follow up.	Yearly review based on current and needs of transitioning students.
	Quality assurance and assessment cycles prioritise students with SEND, which directs further curriculum adaptation, support and intervention for staff and students alike. This may include the use of diagnostic assessments, or external professional advice.	Maintenance team, Leadership, Finance, SENCO, learning support team	Time costs	Ongoing	Continuously through our vulnerable first strategy.
	Take steps to personalise needs, even if this requires more favourable treatment such as: use of specialist equipment, individual behavioural systems, time out cards, early lunch or exit passes, alternative changing rooms for PE. Similarly, staff with asthma may be excused of some duties, in weather likely to exacerbate their condition.	Maintenance team, Leadership, Finance, SENCO, learning support team	Resources Costs. E.G provision mapping software.	Ongoing	Continuously through our vulnerable first strategy.

	Ensure there are extra-curricular clubs that are attended and are accessible for all students with SEND.	SENDCO, LG with responsibility for Enrichment.	Staffing time and equipment costs	Termly	Each term that enrichment activities are launched.
	Appropriate curriculum pathways are available for students with disabilities and subject leaders make adaptations to core programs of study.	SENDCO, Leadership team, core and subject leaders.	Staffing time.	On going	Continuously through our vulnerable first strategy.
	Preparation for formal access arrangements for examinations: reasonable adjustments are implemented as part of classroom practice for all testing.	SENDCO, Leadership link for Vulnerable students, Exam Access Assessor.	External assessors until in house assessor is qualified. Assessor qualification.	On going	Continuously through our vulnerable first strategy.
3.	Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example, handouts, timetables, textbooks and information about the school and school events.				
	Incorporation of appropriate signage with icons to benefit in particular students with SpLD/visual impairment and sensory needs.	SENDCO, Leadership group, finance, maintenance team.	Signs to be upgraded to the new school	On going	Continuously monitored and addressed as appropriate.

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	Resources/reprographics to support with any large print/adapted resources that are required.	SENDCO, Leadership group, finance,	On going	On going	Continuously monitored and addressed as appropriate. Exam Access arrangement assessor to provide timely information on students who may require such adaptations.
	Use of adaptive technologies to support students in their learning needs.	SENDCO, Leadership group, finance, IT team	On going	On going	As we roll out the iPad provision we will continuously explore and identify additional elements which will support our learners further.
4.	Arthur Terry meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).				
	SEND audits are conducted and information is updated, which includes student, parent/ carer and governor voice.	SENDCO, Leadership group.	On going	Annually	Continuously monitored and addressed as appropriate. Key surveys such as the big ask through out the year will inform.
	There is a regular review of student provision and progress which includes the student and parent/ carer. All students identified with SEND have a personalised passport stating what reasonable adjustments are needed.	SENDCO, Leadership group link, SEND team. Progress leads.	Provision mapping software. Time training	3 times within an academic year. And a yearly annual review if the student has an EHCP.	3 times within an academic year. And a yearly annual review, if the student has an EHCP.

	Keep SEND register and passport information up to date to identify students with SEND for staff to access.	SENDCO, Leadership group link, SEND team. Progress leads.	Provision mapping software.	Ongoing	Continuously monitored and amended as required.
	Ensure specific school/academy needs are reflected in Trust wide policies: <ul style="list-style-type: none"> • SEN Policy • Medical Conditions Policy • Teaching and Learning Policy 	SENCO, Leadership group.	Staff time and training	Annually	Annually reviewed, or when a significant change to staffing or structure takes place.
	Review existing opportunities for students, staff and parents to participate in Arthur Terry management and governance (for example Academy Councils) & consider how all people may be encouraged to participate.	SENCO, Leadership group link for student leadership and parental engagement		Ongoing	Continuously monitored and opportunities signposted.
	Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result.	SENCO, leadership link for vulnerable learners, Safeguarding leads.	Time	Every term	Continuously monitored and opportunities signposted to support concern trends.