



## Idsall School – SEND Accessibility Plan 2022 – 2025

*This Plan should be read alongside the Supporting Students with Medical Needs Policy and the School Premises Development Plan*

### Section A: Improving Access to the Curriculum

Target	Strategies	Outcomes	Timeframe	Resources
1. Teachers continue to develop skills to support the students who have differing disabilities	<ul style="list-style-type: none"> <li>• SENDCo/HLTA arranges for staff information on individual students and conditions including speech and language, ASD support, physical difficulties etc.</li> <li>• Yr 6 Transition meetings with feeder schools to discuss SEND needs</li> <li>• Liaison between outside agencies and SENDCo/HLTA/Medical Lead to ensure appropriate and necessary information shared with staff</li> <li>• SEND list updated and shared with staff termly.</li> <li>• All students with EHCP's and at SEND Support receive termly PCP targets/outcomes which includes information about their difficulty</li> </ul>	Teaching and support staff aware of student disability (and identify them in markbooks) and have a greater understanding of disability issues, including those specific to the students that are in attendance	Ongoing	<ul style="list-style-type: none"> <li>• SEND List, SEND booklet, Medical Information</li> <li>• Pupil Centred Plans</li> <li>• Use of keyworkers and mentors</li> <li>• Staff training</li> </ul>

Target	Strategies	Outcomes	Timeframe	Resources
<p>2. Develop a range of learning resources that are accessible to students with different disabilities</p>	<ul style="list-style-type: none"> <li>• Subject areas to feedback to SENDCo/HLTA if any specialist equipment is needed for students in that lesson</li> <li>• Liaison with external agencies (ie. Occupational Therapy or Sensory Inclusion Service) to ensure that the right equipment is sourced specific to a students' needs</li> <li>• Support for Learning Department/Examination Officer to ensure appropriate external exam access arrangements have been made</li> <li>• Subject leaders and teachers to monitor internal exam access is in line with those outlined by the external assessments</li> <li>• Sensory advice and guidance is followed for individuals as directed by external agencies</li> </ul>	<p>Students with disabilities have increased access to curriculum materials and are not disadvantaged in examinations</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Teaching Assistants</li> <li>• Sensory Support resources and BEE-U</li> <li>• Occupational Therapy</li> <li>• All teaching staff time</li> <li>• LSAT</li> </ul>

Target	Strategies	Outcomes	Timeframe	Resources
<p>3. Teaching staff develop their knowledge of different teaching and learning styles</p> <p>Identify suitable professional development opportunities for staff</p>	<ul style="list-style-type: none"> <li>• Teachers to consider learning styles favoured by students with disabilities and plan accordingly</li> <li>• To provide professional development opportunities to ensure high quality teaching, differentiated for individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers develop and use those teaching strategies which most suit the learning style of students with a disability</li> <li>• Improve attainment for students with disabilities</li> </ul>	<p>Ongoing through staff training and development</p>	<ul style="list-style-type: none"> <li>• Schemes of work reflect different teaching styles</li> <li>• Staff 'Grab' sheets</li> <li>• All Teaching Assistants to be qualified at Level 2</li> </ul>

Target	Strategies	Outcomes	Timeframe	Resources
<p>4. Disability equality issues are incorporated into the Individual Development curriculum</p>	<ul style="list-style-type: none"> <li>• Head of ID to identify disability equality elements within the ID/RSE curriculum and ensure appropriate resources are available to staff</li> <li>• Views on Disability accessibility are taken from the students/parents/medical professionals as appropriate</li> </ul>	<p>All students have a greater understanding of disability issues</p>	<p>Ongoing and to further review in light of new ID/RSE Curriculum 2020</p>	<ul style="list-style-type: none"> <li>• ID Scheme of Work/SMSC</li> <li>• Parents/students</li> <li>• Physiotherapists</li> <li>• Occupational therapists</li> </ul>

Target	Strategies	Outcomes	Timeframe	Resources
5. Staff, Trustees and parents to be made aware of the Special Educational Needs & Disabilities Code of Practice	Disability equality training, including SEND, offered to all teachers, support staff and Trustees	All staff and Governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all students	Ongoing	<ul style="list-style-type: none"> <li>Trustees receive updates on Policy and Practice</li> </ul>

Target	Strategies	Outcomes	Timeframe	Resources
<p>6. When planning school trips involving students with impairment or disabilities, the school will make every effort to accommodate their needs and thereby allowing them access to the experience</p>	<ul style="list-style-type: none"> <li>• The Trip Leader and Education Visits Co-ordinator/Business Manager will undertake a risk assessment relating to any group member with an impairment or disability</li> <li>• Any reasonable additional expenditure necessary to accommodate students with a disability/impairment must be considered</li> <li>• Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability</li> </ul>	<p>All students, where possible, with a disability/impairment have the opportunity to take part in a school trip, including those overseas</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Time to carefully plan the trip to include a detailed risk assessment relating to students with disability/impairment</li> <li>• Additional cost associated with above student/s taking part in the trip</li> <li>• Paperwork and procedures in place to ensure consideration in the planning stages of the trip</li> </ul>

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## Section B: Improving Access to the Physical Environment of the School

Target	Strategies	Outcomes	Timeframe	Resources
<p>1. Ensure that emergency evacuation procedures take account of the needs of students with disabilities</p>	<ul style="list-style-type: none"> <li>• Identify students and review their needs</li> <li>• Ensure that appropriate planning including places of safety and staff responsibilities have been established</li> </ul>	<ul style="list-style-type: none"> <li>• Identified students are safe and have a clearly recognised set of procedures in place to meet their individual needs in case of a fire, or other emergencies requiring evacuation</li> <li>• Staff are able to assist in an efficient evacuation procedure</li> </ul>	<p>Ongoing and reviewed to meet needs</p>	<ul style="list-style-type: none"> <li>• Site team to ensure clear plan of evacuation from all areas of the school for students with disabilities</li> </ul>



<b>Target</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Resources</b>
2. Monitor level access to ground floor facilities	Through site inspection ensure that all entrances are accessible and any remedial work carried out effectively	No restriction to entrance and exit of any building on the school site	Ongoing	Within Site Team duties

Target	Strategies	Outcomes	Timeframe	Resources
3. Apply a no cost curriculum planning solution to providing classroom accessibility to students with disabilities	Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access	Where possible students with disabilities have full access to teaching areas because they are in accessible rooms	Ongoing	None

Target	Strategies	Outcomes	Timeframe	Resources
4. Provide appropriate furniture/equipment where necessary for students with disabilities	Plan for the purchase of furniture/equipment to meet the needs of known students with disabilities based on specialist advice received	School is able to respond rapidly in providing appropriate furniture/equipment	Ongoing	Subject to need

## Section C: Improving Access to Information

Target	Strategies	Outcomes	Timeframe	Resources
1. To make written information more accessible to students with disabilities and at home	Where appropriate the school plan for the provision of: <ul style="list-style-type: none"> <li>• Enlarged resource materials and exam papers</li> <li>• Enlarged written communication with home</li> <li>• An electronic version of all school/home communication</li> </ul>	Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats	Ongoing	<ul style="list-style-type: none"> <li>• Examinations Officer</li> <li>• Updating of website</li> <li>• Use of SatchelOne</li> </ul>