Aspire Accessibility Plan

Strategy 2022-2023				
	Target	Strategies	Outcome	Evaluation
Physical access "Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school" (Equality Act 2010)	To improve facilities for disabled pupils by developing fully accessible tennis courts to enhance our curriculum provision.	Agree plans Ensure funding Work with FCAT Finance/Property to ensure completion. Audit impact.	Improved facilities for disabled pupils. Increased access to learning outside the classroom opportunities.	Achieved fully accessible outdoor classroom time table for all pupils to use. Summer 2022.
Access to learning "Increasing the extent to which disabled pupils can participate in the school's curriculum" (Equality Act 2010)	To ensure that Golden Knowledge Organisers for Visually Impaired pupils are fully accessible to enable this particular cohort to fully access key knowledge required for home learning activities.	Identified Pupils. Work with the Visual Impairment Team at LA to ensure completion. Information shared with all subjects across the curriculum.	All pupils with Visual Impairments have increased access to learning material required for home learning.	Achieved Summer 2022.
Access to information "Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled". (Equality Act 2010)	To embed an effective method of exam access arrangements identification that ensures all students, particularly those with a disability, have their needs identified in a timely manner.	Pupils have appropriate assessments at the beginning of Year 10 ready for their GCSE exams. Information is shared with all key stakeholders in a timely manner that ensures information is utilised.	All pupils with disabilities have effective provision in place to access their exams and succeed to the best of their ability.	Achieved Summer 2022.

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Strategy 2023-2024				
	Target	Strategies	Outcome	Evaluation
Physical access "Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school" (Equality Act 2010)	To improve facilities for disabled pupils by modifying the library area to ensure it is safe and accessible	Agree plans Ensure funding Work with the site team to ensure completion. Audit impact	Improved facilities for disabled pupils to read, play and learn Increased opportunities for activity	Achieved.
Access to learning "Increasing the extent to which disabled pupils can participate in the school's curriculum" (Equality Act 2010)	To embed the use of adaptive technology to enable students with a disability to better access the curriculum.	To work alongside specialist teachers and educational psychologists to identify appropriate strategies and technology that can be used. To create a bank of adaptive technology for students to utilize and engage with including Chromebooks, reading pens and assisted listening devices.	Students with a disability have and utilize adaptive technology to engage with the curriculum.	Achieved.
Access to information "Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled". (Equality Act 2010)	To ensure identified families of students with a disability engage with school-home communication.	Monitor engagement, Identify families not engaging Contact families establish reason Provide support if required	100% of families in the identified cohort are engaging with home school communication.	The vast majority of families are now engaging with SEND information and support. Continue to provide support and or make adjustments to ensure 100 % of families in the cohort are accessing information.

Aspire Accessibility Plan

Strategy 2025 - 2026				
	Target	Strategies	Outcome	Time
Physical access "Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school" (Equality Act 2010)	Improving facilities for disabled pupils to access the Design Technology classrooms, in particular the Food and Workshop classrooms with adjustable and height appropriate desks.	Agree plans Ensure funding Ensure completion by site staff. Audit impact	Disabled pupils can fully access the Design Technology classrooms.	Fully accessible Design Technology classrooms by Summer 2025.
Access to learning "Increasing the extent to which disabled pupils can participate in the school's curriculum" (Equality Act 2010)	To ensure all pupils with a disability can access our skills/ knowledge schemes of work.	Actions in SIP with identified lead personnel and time scale for delivery.	The vast majority of identified pupils with a disability demonstrate progress in their learning, which they can apply to the next stages of their education.	January 2026.
Access to information "Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled". (Equality Act 2010)	To ensure that disabled pupils have time in the classroom to practice key knowledge and skill so that they can access the information in the curriculum.	Actions in SIP with identified lead personnel and time scale for delivery.	The vast majority of identified pupils with a disability demonstrate key knowledge and skills	January 2026.