

CHS South Accessibility Plan

Aims	Actions	Outcomes
<p>Ensure all staff have a clear understanding of their duties and responsibilities to enable students with SEN & Disability</p>	<ul style="list-style-type: none"> • Undertake regular INSET /CPD on SEND Code and DDA responsibilities • Ensure appropriate CPD developed for ITT / School Direct / NQT provision • Ensure SEND Code & Equality / DDA responsibilities are part of GB / Trust Board training and Development programme • Implement and effective programme of CPD so that staff are skilled in making appropriate adjustments and adaptations as part of curriculum planning • In particular, implement effective CPD around development of effective language and comprehension skills so students can have greater access curriculum and assessment processes in the future 	<ul style="list-style-type: none"> • Staff / Governors have a good understanding of their duties and responsibilities • Staff are confident in teaching and supporting students with SEND • Staff actively make appropriate adjustments to ensure students with SEND can engage effectively in learning • Staff understand key issues around language acquisition and can develop students' language and comprehension skills effectively • Staff actively promote the achievements of students with SEND
<p>Ensure that individuals with SEN & Disability have full access to information provided to all stakeholders</p>	<ul style="list-style-type: none"> • Review methods of communicating with students with SEND and parents • Develop effective forms of electronic communication for key stakeholders • Identify any particular barriers to receiving information • Review accessibility of school website and ensure conformity with accessibility standards • Further develop transition arrangements for all students with SEND. Do we provide the right information and experiences during the transition process 	<ul style="list-style-type: none"> • Students with SEND are happy with the range of information they are provided with and how they can access it • Students with SEND have an effective transition process into our school • Students with SEND feel they are able to access the full range of school provision

<p>Revise the curriculum to allow full access for students with SEN & Disability</p>	<ul style="list-style-type: none"> • Ensure that all school policies are revisited and equality of access considered as part of policy review cycle • Identify areas of the curriculum where access needs to be improved and ensure that there is a range of appropriate qualifications for all students to access • Identify barriers to learning in standard curriculum provision as well as in extra-curricular provision • Review access to activities which are 'non-standard' such as off-site activities / trips and visits. Develop new approaches for creating opportunity for those with SEND to access such provision 	<ul style="list-style-type: none"> • All policies reviewed to make adjustments to allow access for students / staff with SEND • Annual curriculum review and redesign ensures appropriate provision for students with SEND • Schemes of Work and curriculum resources are appropriate adapted to allow access for students with SEND • Adjustments made, as appropriate to allow students with SEND to participate in full range of curriculum provision • Individual plans are devised to allow students with SEND access to a range of extra-curricular clubs, activities and out of school visits
<p>Improve accessibility to school for students with SEN & Disability</p>	<ul style="list-style-type: none"> • Review existing accessibility of school site and identify remaining barriers to free access, involving specialist support teams / individuals with SEND • Review adequacy of current 'lift' facilities and plan for future replacement / refurbishment • Identify subject areas where classroom accessibility needs to be improved and revise building refurbishment plan • Undertake audit of accessible equipment and furniture across the school • Identify areas of need and produce rolling plan of purchase / replacement • Undertake audit of signage around the site and review for appropriateness 	<ul style="list-style-type: none"> • Identified barriers removed • Appropriate adjustments made to improve access • Students have improved access to school building • More classrooms equipped with accessible furniture / equipment
<p>Ensure that people</p>	<ul style="list-style-type: none"> • Continue to develop skills and resources through 	<ul style="list-style-type: none"> • Positive images of individuals with SEND

<p>with SEN & Disability are presented positively</p>	<p>our close partnerships with local Specialist provision</p> <ul style="list-style-type: none"> • Implement positive poster / campaign images around school • Undertake assembly programme re SEND and achievement • Develop PHSE / Life Skills component looking at diversity / SEND and achievement • Continue to ensure that children with SEND are fully engaged in our Arts provision 	<p>displayed around the school.</p> <ul style="list-style-type: none"> • Students accepting of positive achievements of those with SEND • Students recognise 'difference' as a positive and value it as diversity
<p>Improve outcomes and achievements for students with SEN & Disability</p>	<ul style="list-style-type: none"> • Appropriate and challenging targets set for those students with SEND • Ensure a wide range of specialist support is available to students with SEND to provide effective access to the curriculum • Deliver an effective 4Is (Intervention) programme to those students with SEND requiring it • Termly Access & Achievement Leadership Report to monitor student progress • Regular scrutiny of progress by SEN Lead Governor / Full GB 	<ul style="list-style-type: none"> • All staff and students aware of targets that have been set. • Clear plans in place to support students to achieve those targets • Regular progress monitoring of students with SEND • Students with SEND perform in line with / better than national expectations