

**Accessibility Strategy – February 2020 – February 2021**

**Appendix B**

<b>Target area</b>	<b>Action required</b>	<b>Progress</b>	<b>Outcomes / Measure</b>	<b>Owner</b>
Environmental	Raise awareness through student intake /expressions of interest	Evidence of accessibility policy in prospectus & Communications to parents/carers	College becomes fully inclusive with ongoing monitoring/evaluation, undertake audits and report on findings to Governors.	SLT responsible for community & welfare & SENCo
	To respond to identified needs for aids, adaptations and related service requirements	Identified by individual needs / requirements.	Source funding options / monitor applications, audit & report back to governors	SLT responsible for community & welfare & SENCo & partner Agencies
Communication	Continuous review of current information and format going out to students / parents.	Identify and improve written forms, i.e. newsletters, communication to parents/carers/website	All communication sent out is accessible, is in plain English (Chrystal mark) / undertake audits / questionnaire students/parents/carers	SLT
	Further develop strategies to support communication of key information to disabled students and their parents	Regular opportunity to meet with SENCO / pastoral SLT, particularly at important transition points such as KS3-4 pathways transition	All students and their parents feel supported and informed; parent voice. Appropriate actions/decisions are taken as a result of effective communication	SENCo, SLT for community & welfare
	Policies to be meaningful appropriate and aligned. Bring together key people /specialists in the field to review polices and associated materials.	Ongoing programme of policy reviews through appropriate sub groups and specialist input (for e.g. SENCo) which are circulated to committees, H&S staff / trade union reps for comments and feedback.	All stakeholders become fully engaged. Polices are reviewed and appropriate to need / To create a policy matrix / Effectiveness of policies become evident.	Gov Body
Teaching & learning (incl. access to curriculum)	Create & agree individual accessibility plans as required to meet physical / emotional need.	Individual plans drafted and agreed by all parties	Individual plans in place to allow students to access curriculum	SLT responsible for community & welfare & SENCo
	Create and implement individualised strategies to meet identified need as required	SENCO maintaining up to date SEN register detailing a range of teaching strategies that work for individual students; communicated regularly with teaching staff.	Students' with physical / emotional disabilities able to participate in the school's curriculum alongside peers	SLT responsible for Teaching & Learning

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	Culture and ethics of College to promote inclusivity	Continue to strengthen College ethos/philosophy	Observed and measured through student and staff conduct and attitudes	SH/All
	Continued CPD/training and raising awareness where needs identified	SENCO proactive in prioritising training/CPD (ie through training in areas such as autism awareness).	Key staff to have training / greater understanding of needs which will in turn ensure appropriate and effective responses.	SLT responsible for community & welfare & SENCo
	Continue to seek and offer a wide range of courses / subjects to cater to different needs & abilities	Ongoing yearly review of curriculum to identify new opportunities/courses available	Range of courses / subjects ensures opportunities for students regardless of ability or need	SLT responsible for curriculum / Teaching & Learning
Working with partner agencies	Ongoing practice of working with partner agencies	SENCo to continue to maintain effective relationships with partner agencies and contact as needed to utilise support available	Meetings and timely communication take place. All partner agencies consulted as and when necessary	SLT responsible for community & welfare & SENCo