

## Three Year Accessibility Plan (2020-2022) Accessibility plan to increase access for disabled students

**Primary person responsible for updates to this policy:** Chris Randell

**Job title:** Principal

**Last review date:** July 2021

**Next review date:** July 2022

**Relevant ISI coding (if applicable)**

**Circulation:** This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

**Three Year Accessibility Plan (2020-2022)**  
**Accessibility plan to increase access for disabled students**

Curriculum/information normally provided in written form

Targets	Strategies	Outcome	Timeframe	Goals achieved
Enhancement of provision for students with Special Educational Needs	SLT and SENCO Review policy and provision for students with SEN. Ensure Reasonable adjustments are in place quickly and are being adhered to by staff (DoFs and HoDs play a key role) Training for staff. SEN is on all academic meeting cycle agendas Regular communications with parents	Improved performance and support for students with SEN	On-going and part of annual half termly review cycle	Increased access to the curriculum
Training for teachers regarding SEN and RAs	Learning Support department to provide regular training/CPD about a variety of SEN areas and the strategies that can be used	Teachers are more confident in delivering support to students in their lessons and through target setting	On-going; termly CPD and input into the meeting cycle by the SENCO	Increased access to the curriculum
Regular review of students on the SEN register (including those with medical or emotional issues)	SENCO reviews students with departments each half term and this is then reviewed with SLT each half term  Wrap around care for students on the register through the SENCO, Head of House, Academic Mentoring, Booster and other Student Services (e.g. nurse)	Improved performance of students and enhancement of provision. Improved confidence of students	Half termly or sooner if required; on-going	Improved performance for students with SEN

Regular reviews and support for students on the SEN register	SEN on all pastoral meeting agendas			
Access arrangements for exams	Early identification of all access arrangements and provision built in for college, mock and public exams. e.g. small room, separate room, late start, scribe, reader, lap tops, coloured paper, enlarged scripts	Improved access and performance of students requiring access arrangements	On-going and in place. Reviewed half termly.	Improved performance for students with SEN
Curriculum development	Develop courses that cater for students with SEN that will help them access Further Education  Ensure Enrichment Programme meets the needs of students with SEND.	Broad range of courses which widens admissions, supports students and helps retention  Survey students for enrichment they would like to participate in and review	Annual review  Bi-annual review of provision	Students with SEN achieve the best they can and are not disadvantaged by the curriculum  Full participation in the Enrichment Programme
Equipment to support students with SEN	Investigate computer programmes which increase access to the curriculum for students with SEN. Training for staff  Textwrite to be adopted for September 2021	Higher attainment and improved skills	Research of suitable programmes and testing by staff and students as to their value	Enhanced access to the curriculum which may extend beyond those with SEN

The physical environment and services

Targets	Strategies	Outcome	Timeframe	Goals achieved
Food on site	Packed lunches provided for all boarders and this service extended to non-boarders	Food available	Linked to developments in boarding and meeting NMS	Welfare benefits for all staff and students