

White Hills Park Federation Access Plan 2017-2020

Target	Tasks	Timescale	Relationship to Improvement Plan	Finance	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO CURRICULUM</p> <p>Enhance use of computer technology to increase curriculum access for students with SEND.</p>	<ul style="list-style-type: none"> ▪ ICT and LS Team Action Plans include prioritised purchasing list for computer technology as required for students with SEND. ▪ School staff to update on available technology on a termly basis. 	As required – unless needs of students in school require immediate action.	Raise student attainment	Up to £500 p.a.	<p>Achievement and Course Leaders</p> <p>Federation Development Leader (IT)</p>	<p>Directors</p> <p>DES monitoring group (Fed SENDCo + representative for all stakeholders)</p>	Access to appropriate computer technology will be improved for all disabled students.
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> ▪ Incorporate Quality First Teaching into all planning and lesson delivery. ▪ Ensure that appropriate examination courses are accessible at KS4 & 5 for all students with SEND. ▪ Ongoing programme of staff training in SEND awareness to reflect current changes & diverse needs of students within the schools. ▪ Purchase of resources to increase student participation. 	Ongoing through academic year	Raise student attainment	As detailed Dept Budget planning.	All staff	<p>Leadership teams</p> <p>Directors</p>	Improved access to curriculum for all students.
<p>ACCESS TO CURRICULUM</p> <p>Prioritise student participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. ▪ Ensure school activities are accessible to all students. 	Ongoing	<p>Increase student motivation and expectation</p> <p>Widen the vocational provision</p> <p>Develop and implement cross Federation student activities</p>	Federation Improve Plan	<p>All staff</p> <p>Directors</p>	<p>Leadership teams</p> <p>Directors</p>	Increased participation in school life for students with disabilities.
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Consider all policies and further action in view of identified priorities. 	Ongoing	Implement and Evaluate Federation policies	n/a	<p>Federation Executive</p> <p>Directors</p>	<p>Federation Executive</p> <p>Directors</p>	Access to all aspects of school life for all students.
<p>TRAINING AND DEVELOPMENT</p>	<ul style="list-style-type: none"> ▪ Ensure all staff are up to date with responsibilities for SEND in accordance with legislation. ▪ Raise awareness of the consequences of disability-related 	Ongoing	<p>Implement and Evaluate Federation policies</p> <p>Further develop Federation approach to CPD</p>	<p>Inset Budget</p> <p>CPD</p>	Leadership Teams	<p>Directors</p> <p>DES monitoring Group</p>	All staff express confidence in understanding DES and taking action as appropriate.

	harassment with students and staff.						
<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> ▪ Accessibility and clarity of signs around school; especially reception. ▪ Assessment of accessibility as required to ensure meeting needs of students. ▪ Awareness of independent access. ▪ Clear identification of room functions. ▪ Accessibility of new build to be reviewed. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Develop 3 year budget plan for the Federation</p>	<p>£1,000</p>	<p>Leadership Teams</p> <p>Site Managers</p>	<p>Directors</p>	<p>Access to school buildings and site improved.</p>
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for students with disabilities within current restraints. Identify needs and actions for future improvements.</p>	<ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need. ▪ Organise appropriate resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within schools. ▪ Think beyond the ramp. Look at accessibility in all areas of school life. 	<p>Ongoing through academic year</p>	<p>Develop 3 year budget plan for the Federation</p> <p>Review the use of current accommodation and develop future site plans</p>	<p>£1,500</p>	<p>Achievement and Course Leaders</p>	<p>Directors</p>	<p>Appropriate use of resources for diverse needs of students with disabilities.</p>
<p>NEWSLETTERS AND DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Check ease of access and user-friendly website ▪ Ensure that home/school correspondence highlights provision of alternate formats ▪ Large print, other languages and audio formats as required. ▪ Use of pastel paper for documents given to those with dyslexia. ▪ Information in student planners when student need requires this. ▪ Home / School pack for all students to include a form for disclosure of disability. Adapted versions for students with ASC and communication difficulties. ▪ Homework information available as information sheets and Go4Schools and website in alternative formats when requested. ▪ Extend use of symbol software. 	<p>Ongoing</p> <p>Ongoing</p>	<p>Continue to develop strategies to raise the profile of the Federation</p> <p>Improve homework as a tool for learning</p>	<p>£500 p.a.</p>	<p>Leadership Teams</p>	<p>Directors</p>	<p>Information to students with disabilities and parents / carers will be improved.</p>

