

Accessibility Plan

Policy owner (Name):	Jo Roscow, SENDCO
Governing body oversight:	Full Governing Body
Date of approval:	March 2021
Date of next review:	March 2024

Aims

1. The aims of this Accessibility Plan are to ensure that Birchwood Community High School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Increase the extent to which disabled students can participate in the curriculum
 - Improve the physical environment of the school to enable disabled individuals to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled individuals
2. Our school aims to treat all its students, staff and parents/carers fairly and with respect. This involves providing access and opportunities for all individuals without discrimination of any kind. Our school is committed to a fair and equal treatment of all individuals, able bodied or disabled, and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.
3. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
4. The school supports any available partnerships to develop and implement the plan, e.g. we work closely with the sensory support service to ensure that we are informed of any difficulties that students with Visual or Hearing Impairments have in accessing the school site.
5. Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
6. We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and governors of the school.

Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve access to the curriculum</p>	<p>Our school offers a modified curriculum for the cohort in each year group with the most significant learning needs. These students are taught a within small nurture groups as part of the Parvis Magna provision or the Level 2 programme in Birchwood College</p>	<p>Short Term Ensure students with additional needs have the resources and skills to access remote learning and provide alternatives, such as printed learning packs and additional adult support over Teams if required.</p>	<p>Monitor the engagement in online learning of students with additional needs; regular calls home to identify any barriers.</p>	<p>SENDCO and Support Team</p>	<p>Ongoing</p>	<p>Students earning positive ATL scores in online lessons and submitting work of an appropriate standard.</p>
	<p>Within all teaching groups, adaptive teaching strategies and effective scaffolding is used to support students with additional needs to access the curriculum and make progress.</p>	<p>Ensure all staff are regularly trained to employ quality first teaching strategies in the first instance in response to individual needs Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of</p>	<p>Deliver whole staff briefings to share information about students with additional needs with staff and to highlight key strategies Plan and deliver bespoke training opportunities with outside agencies when the need arises for</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>Students making expected or better progress. Learning Walks and Work Scrutiny will ensure this is embedded in lessons. Staff are confident at using suggested strategies. Parvis Magna students benefit from an adapted delivery of</p>

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	<p>Teachers implement strategies recommended by external specialists to increase curriculum access for students with additional needs</p> <p>Teaching Assistants are deployed effectively to support students with Education, Health and Care Plans to access the curriculum effectively</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students,</p>	<p>some of our most vulnerable students.</p> <p>Develop coaching opportunities for the lead Literacy and Numeracy teachers to support other teachers of the Parvis Magna groups.</p> <p>Improve communication around exam access arrangements with other schools when students transfer to us in the sixth form</p>	<p>individuals or groups of individuals with similar needs</p> <p>Meet with colleagues from their designated departments to provide coaching and share good practice and develop effective strategies</p> <p>Ensure all key information is passed on by the previous school and parents/carers. Ask students to bring a copy of their Form 8s and approval form from JCQ with them when they transfer to us in Y12.</p>	<p>SENDCO and external specialists</p> <p>Specialist SEND teachers</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>curriculum appropriate to needs.</p> <p>Consistent high-quality delivery of the Parvis Magna curriculum.</p> <p>All relevant access arrangements in place ready for the November re-sit exams</p>

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	<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all students.</p> <p>Following general screening and informed by history of need records, identified students are tested for exam access arrangements at the end of Year 9 or the start of Year 10. The SENDCO has a specialist teacher/assessor qualification. Exam access arrangements are</p>	<p>Medium Term</p> <p>Raise the profile of people with disabilities through the Personal Development Curriculum</p> <p>Increase number of students with disabilities participating in extra-curricular activities</p> <p>Ensure all power points are dyslexia friendly</p>	<p>Liaise with SLT curriculum leads to identify opportunities to highlight positive representation of disability within the LfL curriculum and prepare material</p> <p>Monitor participation rates more closely and seek student feedback about the types of clubs they would join. Refer targeted individuals to external programmes, such as Buddy Up</p> <p>Change any white backgrounds to cream and ensure slides are not overloaded with information</p>	<p>SENDCO and Birchwood College Admissions Team</p> <p>SENDCO, specialist SEND teachers</p> <p>SENDCO Subject staff</p>	<p>Sept 21</p> <p>Jan 22</p> <p>Jan 22</p>	<p>PD/PSHE curriculum plan</p> <p>Extra-curricular records and student feedback.</p> <p>Dyslexic students will be able to read and process information more easily.</p>

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	implemented for specific students in order to increase their access to examinations and assessments.	<p>Long Term Ensure that we have succession planning in place for every specialist role within the Support Team so that we will always have the expertise required within the team despite any changes to staff.</p> <p>Increase the use of reading pens and computer readers for students who would benefit from this.</p> <p>Improve the quality of laptop provision within the Ancora Centre</p>	<p>Identify Professional Learning needs as part of the appraisal process.</p> <p>Use assistive technology more consistently in lessons.</p> <p>Purchase new laptops</p>	<p>SENDCO in conjunction with SLT</p> <p>SENDCO, subject staff</p> <p>SENDCO in liaison with the IT manager</p>	<p>July 23</p> <p>Sept 22</p> <p>Sept 23</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p> <p>Students will be more able to access the curriculum without needing an adult to read material aloud to them.</p> <p>All laptops in the Ancora will be fit for purpose.</p>
Improve access to the physical environment of	The environment is adapted to the needs of individuals	Short Term Ensuring individuals with	Purchase specialised	SENDCO	Ongoing – as required	Individuals with physical disabilities

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<p>the school and college</p>	<p>as required. This includes: Ramps Lifts Corridor width in the newer buildings Accessible parking bays Accessible toilets and changing facilities High visibility strips to mark stairs and handrails</p>	<p>specific needs, including those who join the school mid-year, have all the appropriate equipment and furniture to support their access to the site.</p> <p>Ensuring personal evacuation plans for identified vulnerable individuals are in place</p> <p>Ensuring timetables for identified individuals are continually checked</p>	<p>equipment as required in response to individual need</p> <p>Develop Personal Evacuation Plans for individuals who may require it. Identify which member of staff is responsible for specific individuals in an emergency situation. The Personal Evacuation Plans are stored with the fire risk assessment and brought to the evacuation point.</p> <p>Update staff regularly about any individuals who have mobility</p>	<p>SENDCO in conjunction with the site manager</p> <p>SENDCO</p>	<p>Ongoing – as required</p> <p>Ongoing – as required</p>	<p>have full access to the site.</p> <p>Completed Personal Evacuation Plans are in place for all identified individuals.</p> <p>All identified individuals are able to access the site fully and are</p>

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		<p>to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building to cater for their physical needs.</p> <p>Medium Term To continually maintain edge identification on steps and handrails, to support individuals with Visual Impairments</p> <p>Long Term To increase accessibility of all toilets</p>	<p>issues and make adaptations to suit their physical needs</p> <p>Check all areas, both internal and external, to ensure existing identification is maintained all year round.</p> <p>Roll out main corridor toilet format to all areas and consider wheelchair accessible toilets for the Science and Design blocks.</p>	<p>Site Manager</p> <p>Site Manager</p>	<p>Ongoing</p> <p>By Sept 26</p>	<p>timetabled in classrooms that best meet their needs.</p> <p>All Visually Impaired individuals are able to navigate safely and successfully around the school site.</p> <p>A greater number of toilets will be fully accessible.</p>

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		<p>To increase accessibility of the main corridor</p> <p>To improve safe and accessible exits from the Science block during evacuations</p>	<p>Open up doorways on the first floor of the main building to allow for wheelchair access</p> <p>To build ramps for S1 and S2.</p>	<p>Site Manager</p> <p>Site Manager</p>	<p>Completed</p> <p>By Sept 26</p>	<p>Wheelchair users would not require assistance to open doors on the school site.</p> <p>All individuals with mobility difficulties will be able to evacuate quickly from all rooms in the Science block.</p>
<p>Improve access to information and guidance</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes: Non-audible fire alarm for individuals with hearing impairments Roger Pens and Radio Aids for individuals with hearing impairments</p>	<p>Short Term Ensure all correspondence from the school is available in other formats if requested.</p> <p>Ensure language used in correspondence with parents/carers is clear, direct and straightforward</p>	<p>Produce letters, school brochures and other information in other formats when requested, with external guidance if needed.</p> <p>Check letters, school brochures and other information before they are sent out to parents/carers</p>	<p>Office Manager</p> <p>SLT</p>	<p>Ongoing – as required</p> <p>Ongoing</p>	<p>All parents/carers will have full access to information provided by the school</p> <p>All parents/carers are able to understand information sent home by the school.</p>

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