



## School Accessibility Plan 2020-2021

### Curriculum

	Yes	Some	No	n/a
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled Students?	✓			
Are your classrooms optimally organised for disabled Students?	✓			
Do lessons provide opportunities for all Students to achieve?	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✓			
Are all Students encouraged to take part in music, drama and physical activities?	✓			
Do staff recognise and allow for the mental effort expended by some disabled Students, for example using lip reading?	✓			
Do staff recognise and allow for the additional time required by some disabled Students to use equipment in practical work?	✓			
Do staff provide alternative ways of giving access to experience or understanding for disabled Students who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			
Do you provide access to computer technology appropriate for students with disabilities?		✓		
Are school visits, including overseas visits, made accessible to all Students irrespective of attainment or impairment?	✓			
Are there high expectations of all Students?	✓			
Do staff seek to remove all barriers to learning and participation?	✓			

### Physical Surroundings

	Yes	Some	No	n/a
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all Students?	✓			
Can Students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓		
Are emergency and evacuation systems set up to inform ALL Students, including Students with SEN and disabilities; including alarms with both visual and auditory components?	✓			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓		

Could any of the décor or signage be considered to be confusing or disorientating for disabled Students with visual impairment, autism or epilepsy?				✓
Are areas to which Students should have access well lit?	✓			
Are steps made to reduce background noise for hearing-impaired Students such as considering a room's acoustics and noisy equipment?				✓
Is furniture and equipment selected, adjusted and located appropriately?	✓			

### Access to the written word

	Yes	Some	No	n/a
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for Students and prospective Students who may have difficulty with standard forms of printed information?		✓		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		✓		
Do you have the facilities such as ICT to produce written information in different formats?		✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		✓		

### Action Plan

Target	Lead person	By when	Review Comments
To research and review access to computer technology appropriate for students with disabilities	AEC/ AC	July 2021	
To improve signage of pathways of travel around the school site and parking arrangements	MS	July 2021	
To improve how information is presented to different groups, being more user friendly for people with disabilities	RP	July 2021	
To research and review how we use ICT to produce written information in different formats	RP/JM	July 2021	
To deliver updates or training on symbols (Communicate In Print) and any other technology or practices starting.	JM/ AC	July 2021	