

## White Hills Park Federation Access Plan 2014 - 2017

| Target   | Tasks  | Timescale  | Relationship to Improvement Plan  | Finance                           | Responsibility  | Monitoring  | Success Criteria  |
|--|--|--|---|-----------------------------------|---|---|---|
| <p><b>ACCESS TO CURRICULUM</b></p> <p>Enhance use of computer technology to increase curriculum access for students with SEND.</p> | <ul style="list-style-type: none"> <li>▪ ICT and LS Team Action Plans include prioritised purchasing list for computer technology as required for students with SEND.</li> <li>▪ School staff to update on available technology on a termly basis.</li> </ul>  | 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 (FedSENCo + representative for all stakeholders)</p> | Access to appropriate computer technology will be improved for all disabled students. |
| <p><b>ACCESS TO CURRICULUM</b></p> <p>Reflect identified areas of need in lesson planning and delivery.</p>                        | <ul style="list-style-type: none"> <li>▪ Incorporate Quality First Teaching into all planning and lesson delivery.</li> <li>▪ Ensure that appropriate courses are accessible at KS4 &amp; 5 for all students with SEND.</li> <li>▪ Ongoing programme of staff training in SEND awareness to reflect current changes &amp; diverse needs of students within the schools.</li> <li>▪ Purchase of resources to increase student participation.</li> </ul> | Ongoing through academic year  | Raise student attainment  | As detailed Dept Budget planning. | <p>All staff</p>  | <p>Leadership teams</p> <p>Directors</p>  | Improved access to curriculum for all students.                                       |
| <p><b>ACCESS TO CURRICULUM</b></p> <p>Prioritise student participation in school activities.</p>                                   | <ul style="list-style-type: none"> <li>▪ Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it.</li> <li>▪ Ensure school activities are accessible to all students.</li> </ul>  | 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"> <li>Consider all policies and further action in view of identified priorities.</li> </ul>  | Ongoing                               | Implement and Evaluate Federation policies   | n/a                     | Federation Executive<br>Directors     | Federation Executive<br>Directors     | Access to all aspects of school life for all students.                              |
| <p>TRAINING AND DEVELOPMENT</p>  | <ul style="list-style-type: none"> <li>Ensure all staff are up to date with responsibilities for SEND in accordance with new legislation.</li> <li>Raise awareness of the consequences of disability-related harassment with students and staff.</li> </ul>   | Ongoing                               | Implement and Evaluate Federation policies<br><br>Further develop Federation approach to CPD                               | Inset Budget<br><br>CPD | Leadership Teams                      | Directors<br><br>DES monitoring Group | All staff express confidence in understanding DES and taking action as appropriate. |
| <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"> <li>Accessibility and clarity of signs around school; especially reception.</li> <li>Assessment of accessibility as required to ensure meeting needs of students.</li> <li>Awareness of independent access.</li> <li>Clear identification of room functions.</li> </ul>  | Ongoing<br><br>Ongoing<br><br>Ongoing | Develop 3 year budget plan for the Federation  | £1,000                  | Leadership Teams<br><br>Site Managers | Directors                             | Access to school buildings and site improved.                                       |
| <p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled students within current restraints. Identify needs and actions for future improvements.</p> | <ul style="list-style-type: none"> <li>Plan classrooms in accordance with pupil need.</li> <li>Organise appropriate resources within classrooms to reflect student need.</li> <li>Incorporate accessibility into any proposed structural alternatives.</li> <li>Provide quiet areas within schools.</li> <li>Think beyond the ramp. Look at accessibility in all areas of school life.</li> </ul> | Ongoing through academic year         | Develop 3 year budget plan for the Federation<br><br>Review the use of current accommodation and develop future site plans | £1,500                  | Achievement and Course Leaders        | Directors                             | Appropriate use of resources for diverse needs of students with disabilities.       |
| <p>NEWSLETTERS AND DOCUMENTS</p> <p>Availability of newsletters and</p>  | <ul style="list-style-type: none"> <li>Check ease of access and user-friendly website</li> <li>Ensure that home/school correspondence highlights</li> </ul>   | Ongoing                               | Continue to develop strategies to raise the profile of the Federation  | £500 p.a.               | Leadership Teams                      | Directors                             | Information to students with disabilities and parents / carers                      |

|   |  |                |  |  |  |  |                          |
|---|--|----------------|--|--|--|--|--------------------------|
| <p>school documents in alternative formats.</p> | <p>provision of alternate formats</p> <ul style="list-style-type: none"><li>▪ Large print and audio formats as required.</li><li>▪ Use of pastel paper for documents given to those with dyslexia.</li><li>▪ Information in student planners when student need requires this.</li><br/><li>▪ Home / School pack for all students to include a form for disclosure of disability. Adapted versions for ASD spectrum and students with communication difficulties.</li><li>▪ Homework information available as information sheets and on website in alternative formats when requested.</li><li>▪ Extend use of symbol software.</li></ul> | <p>Ongoing</p> | <p>Improve homework as a tool for learning</p> |  |  |  | <p>will be improved.</p> |
|---|--|----------------|--|--|--|--|--------------------------|