

Accessibility Plan 2019 – 2022: Chulmleigh College

Aims and objectives:

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Actions	Review/Lead	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Weekly meeting between SENDCo SEND team and TAs to share information</p> <p>Highly skilled team of HLTA/ TAs</p> <p>Pupil passports to inform staff of student disability</p> <p>Medical Care Plans to inform staff of student disability</p>	<p>Termly LDM/CB</p> <p>Annual LDM/JP</p> <p>Ongoing ES</p> <p>Ongoing TM/AC</p>	<p>SEND Team are well informed about students with a disability and receive timely updates.</p> <p>TA Team access appropriate CPD as required and this is disseminated to the team.</p> <p>Pupil passports are updated and staff notified and uploaded to pupils file on Provision Map</p> <p>Up to date HCP in place for all pupils as required and shared as required.</p> <p>Visual timetables are displayed as required for identified pupils</p> <p>Well established relationships with professionals working with our pupils and families.</p> <p>Staff are updated with HCP of pupils within the college. Needs and support are clear and staff have a channel of communication to ask questions and seek advice.</p>

	<p>Visual timetables of identified students in Pupil Support Team office</p>	<p>Annual CB/ES</p>	<p>Identified pupils can access their visual timetables daily and key changes to the structure of the day and or timetable will also be shared.</p>
	<p>Excellent communication between outside agencies e.g. Educational Psychologists, hearing impaired service and C and I team</p>	<p>Ongoing LDM/CB</p>	<p>Relationships are in place that allow staff to access professional advice and collaboration is in place to provide effective support for identified pupils.</p>
	<p>Excellent provision of resources:- laptops for pupils with appropriate software packages</p>	<p>Ongoing LDM/ES/JB</p>	<p>Pupils will be able to access resources required to allow them to be supported to fully access the curriculum.</p>
	<p>Coloured overlays for students Exercise books with coloured paper</p>	<p>Ongoing ES</p>	<p>Pupils access the materials, as they require them. Provisions are made for any assessments to be copied on the relevant colour as well.</p>
	<p>Read, Write, Gold Access arrangements:- Readers Scribes Enlarged papers Modified papers Extra time Laptops Separate venues</p>	<p>June and ongoing for individuals ES/ Mike Clarke</p>	<p>Staff identify pupils recommended for testing for EAA and there is clear evidence provided to support any application for EAA. Staff are clear on the process for applications and the evidence required. Qualifying students are added to the register and this is communicated with all relevant parties including parents/carers.</p>
	<p>Students with SEND make good progress</p>	<p>LDM</p>	<p>Pupils make progress in line with the target grades using FFTD 20 and this is tracked and monitored at each half term with strategies in place for those not meeting expectations.</p>
	<p>Provide early and effective literacy and numeracy intervention</p>	<p>LDM/JN/JT</p>	<p>Identified pupils are able to access a programme of Numeracy and Literacy intervention required at the appropriate level. This is monitored and progress checks updated each term.</p>
	<p>Safe haven at lunchtime provided and Homework club at lunchtime</p>	<p>JP/LDM</p>	<p>Fully staff provisions for support and homework at lunchtime for pupils. If a tailored programme of support is required this is then shared with the TA team who will provide the support. Pupils accessing this support are recorded and this is shared via review meetings as required.</p>
	<p>Qualified Access Arrangements Coordinator</p>	<p>ES</p>	

<p>Improve and maintain access to the physical environment</p>	<p>Lifts installed to all multiple floor buildings, including access in the Library. All buildings (including outside buildings) have level access. Individual evacuation plans for students whose movement is compromised by their disability. All relative staff know the medical conditions of students affecting health & safety and site accessibility. Injuries or illness of a student, which temporarily restricts movement, is communicated to all relevant staff. Accessible toilets.</p>	<p>TP TP LDM/TP LDM/AC/TM/TP TM/AC TP</p>	<p>All areas of the college site are fully accessible.</p> <p>HCP have additions for students who require an individual evacuation plan.</p> <p>All HCPs and annual updates are shared with all staff. Any additions throughout the year are shared with all staff.</p> <p>All staff are aware of pupils who have restricted movement and are regularly updated.</p> <p>The site has fully accessible toilets available at all times.</p>
<p>Improve the delivery of written information to pupils</p>	<p>Pupil passports to inform staff of student's needs. Use of exercise books with coloured paper across the curriculum and overlays where required. Information regarding home learning communicated effectively to pupils and parents through Class Charts and Provision Map.</p>	<p>LDM/ES ES LDM</p>	<p>Pupils have an up to date Pupil Passport stored on their file in Provision Map and ClassCharts – this is accessible to all staff. Use of this resource is communicated through ClassCharts and also SEND Register – available to all staff.</p> <p>ClassCharts is available to all staff, pupils and parents/cares and guidance on how to access this provision is made available. Key information is shared and regular updates are made available to all parties.</p>