

Accessibility Plan 2021/22 - 2023/24

Success Criteria

1. A) Improved access to the external physical environment of the school, adding specialist facilities as necessary.
B) Improvements to the internal physical environment of the school and use of physical aids to access education.
2. Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching, to ensure that all students with additional needs are as equally prepared for life as able-bodied students. This covers teaching and learning and access to and inclusion within the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students with access.
3. Improved delivery of written information to students, staff, parents and visitors. For example, use of visuals, dual language, simplified handouts, adapted timetables, textbooks and information about the school.
4. John Willmott School meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).

	Tasks/Actions	Persons Responsible	Resources & Costs	Timeframe (by when)	Monitoring/Evaluation
1.	Improved access to the physical environment of the school, adding specialist facilities as necessary and physical aids to access education.				
	Keep colour coded signage (including yellow lines) up to date to and the physical area inspected, to ensure it is clear for all to navigate around the building safely.	Mrs C Cheswick (ATLP) Mr A Tetteh	Costs Resources	Ongoing - when any changes are made	Daily Check list – site team Weekly site walks (AT) Discussion at weekly school Operations Meeting of any identified issues (AT)
	Ensure that staff with disclosed disabilities can discuss potential reasonable adjustments through appropriate channels.	Miss K Sawyers (ATLP)	Time	Ongoing	Weekly HR meetings review staffing (KS & MG)
	Ensure that there is an increased number of Evac chairs positioned around the school (near the stairs) to support fire evacuation of disabled students. A team of staff is trained for EVAC procedures and for emergencies that require reasonable adjustments.	Mrs C Cheswick (ATLP) Mr A Tetteh	Costs resources (EVAC chairs) time	Ongoing	Weekly site walks (AT/ site team/CC) On-going review of the risk assessment for any member of staff or students who need assistance (KS). Annual training of staff in EVAC procedures and

					reasonable adjustments (ATLP CC/ Site Team)
	Classrooms and common areas in school such as toilets, library and hall, are organised to promote the participation and independence of all students and consideration is given to acoustics, space, ventilation, lighting, temperature and gender.	Mrs C Cheswick (ATLP) Mrs N Gould Mr A Tetteh	Training access audit costs and budget planning	Annual	Any identified concerns or desired improvements would feed into school O&E Building Development Plan – annual review cycle (ATLP CC)
	Improve lift key accessibility and staff training – new keys to be stationed in the school safe and one in the administration office	Mrs C Cheswick (ATLP) Miss S Reid Mr A Tetteh	Cost of 2 x new keys	Ongoing – when any changes are made	Half termly check (AI/CC and SR) Annual staff training on the use of the lift (AT/CC)
2.	Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching to ensure that all students with additional needs are as equally, prepared for life as able-bodied students.				
	Whole school training is planned in advance to support the needs of students with SEND. Share 'good practice strategies' for a range of disabilities and incorporate these into CPD for SEND training: whole school and departmental.	Mrs J Earl Mrs L Lockley	Training Costs for materials or external presenters	Annual SEND training and termly CPD follow up	Fortnightly learning walks show that teachers have a holistic understanding of students and their needs (LL) Half termly subject books looks show that adaptations are fundamental part of teaching (LL) Monthly observations of teaching assistants show that they are effective in supplementing class teaching in ensuring students with SEND make progress (JE)
	Quality assurance and assessment cycles prioritise students with SEND, which directs further curriculum adaptation, support and intervention for staff and students alike (using the graduated approach of 'assess, plan, do, review). This may include the use of diagnostic assessments, or external professional advice.	Mrs J Earl	Time costs	Ongoing	Assessment is regular (termly), purposeful and scheduled and seeks to involve the parents and carers as well as the pupil themselves and specialist professionals (JE) Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (JE).

	Take steps to personalise needs, even if this requires more favourable treatment such as: use of specialist equipment, individual behavioral systems, time out cards, early lunch or exit passes, alternative changing rooms for PE. Similarly, staff with asthma may be excused of some duties, in weather likely to exacerbate their condition.	Mrs J Earl With Student Reception / Heads of Year	Resources costs	Ongoing	Termly review of personalized needs lists (JE and student reception)
	Ensure there are extra-curricular clubs that are attended and are accessible for all students with SEND.	Ms J Miley	Staffing time equipment costs	Termly	Half termly publication of the extra-curricular offer (JM) Termly tracking of participation in enrichment activities (JM). Half termly targeting of key students, in particular high needs, to encourage and promote participation in additional enrichment activities (JM and HoH).
	Appropriate curriculum pathways are available for students with disabilities and subject leaders make adaptations to core programs of study.	Ms T Richards	Costs staffing	Yearly	The curriculum/subject offer is reviewed annually so to meet the needs and aspirations of all students (TR).
	Preparation for formal access arrangements for examinations: reasonable adjustments are implemented as part of classroom practice for all testing.	Mrs J Earl	Staffing resources costs	Termly	Formal access arrangements are reviewed annually (JE). Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (JE).
3.	Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example handouts, timetables, textbooks and information about the school and school events.				
	Incorporation of appropriate colour schemes, to benefit in particular students with SpLD/visual impairment and sensory needs.	Mrs J Earl Mrs L Lockley	Resource costs	Ongoing	Fortnightly learning walks show that teachers have a holistic understanding of students and their needs (LL) Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns

					as appropriate (JE).
	Research the services available through the LA for translation services and for converting written information into alternative formats.	Mrs J Earl	Costs	Ongoing	Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (JE).
	Academy website to include google translate function for different languages.	Mrs N Gould Mr N Bridson (ATLP)	Resource costs	Ongoing – when any changes are made	Annual review of the website compliance (NG /ATLP)
4.	John Willmott School meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).				
	SEND audits are conducted and information is updated, which includes student, parent/ carer and governor voice.	Mrs J Earl	Training costs and staffing costs	Annually	Annual audit (parent view) of SEND evidence that parents of SEND and EAL children say that the school gives their child the support they need.
	There is a regular review of student provision and progress which includes the student and parent/ carer. All students identified with SEND have a personalised passport or care plan stating what reasonable adjustments are needed. CLIPS show the current strategies being adopted by the class teacher and TA.	Mrs J Earl	Time Training	Termly	Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (JE). Teachers seating plans are reviewed termly to outline their classroom response to the needs of all pupils (LL/all)
	Keep SEND register and passport information up to date to identify students with SEND for staff to access.	Mrs J Earl	Time Training	Ongoing	SEND register and passport information is updated termly (JE)

	<p>Ensure specific school needs are reflected in Trust wide policies:</p> <ul style="list-style-type: none"> • SEN Policy • Medical Conditions Policy • Teaching and Learning Policy 	Mrs N Gould	Time	Annual	Annual review of policies ensure practice aligns with policy (NG)
	Implement specific and targeted CPD for individuals and groups such as Governors and new staff induction.	Mrs L Lockley Ms V Spawton Mrs J Earl	Time Training	July inductions each year and with new mid-year staff Annual Governor training	Annual stakeholder voice evidences their understand, context and 'make-up' of the school community (all)
	Review existing opportunities for students, staff and parents to participate in school management and governance (for example Academy Councils) & consider how all people may be encouraged to participate.	Mrs N Gould ATLP Ms J Miley	Time Assembly focus (HoH)	Half termly	Half termly meetings of the school council group with Heads of House around a set agenda and documented minutes (JM). Fortnightly student voice discussions in form time linked to the Head of House assembly theme (JM/HoH)
	Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result.	Ms V Spawton Linda Wootton Sue Bailey (ATLP)	Time	Every term	Annual staff training and regular updates (briefings) ensure staff feel empowered to report and follow up concerns with students and families (VS).
	Improve recruitment process to ensure applicants with SEND are aware of required duties and reasonable adjustments can be planned in advance if needed.	Mrs N Gould Ms T Richards Miss K Sawyers (ATLP)	Include key questions into interview process	Ongoing	Each recruitment process accommodates the needs of all applicants (KS/NG)
	Identifying and displaying positive images of people with SEND in the school.	Mrs J Earl Ms J Miley Mrs N Gould	Cost of resources	Ongoing	Annual survey of pupils reflects the breadth of diverse holistic learning experiences provided by the JWS curriculum provision (JM)