

**Accessibility Plan: 2023 – 2024****Last updated: April 2023****Review date: September 2023****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).

	<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Resources &amp; Costs</b>	<b>Timeframe (by when)</b>	<b>Monitoring/ Evaluation</b>
1.	<b>Improved access to the physical environment of the school, adding specialist facilities as necessary and physical aids to access education.</b>				
	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.	Ian Patrick (IP - ATLP)  Al Tetteh (AT – Site Manager)	Costs resources	Ongoing evaluation	Annual safety checks/audits (i.e.: fire and H&S)  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.	Jenny Farrelly (JF - ATLP)  Nicola Gould, Headteacher (NG)	Time	Ongoing	Weekly HR meetings to review staffing and respond to issues raised (JF/NG)

	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.	Ian Patrick Al Tetteh Jenny Farrelly	Costs resources (EVAC chairs) time	Ongoing	Weekly site walks (AT/ site team / IP)  Annual review of the risk assessment for any member of staff or students who need assistance (JF).  Annual training of staff in EVAC procedures and reasonable adjustments (IP / 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.	Ian Patrick Nicola Gould Al Tetteh	Training access audit costs and budget planning	Annual prioritization with ATLP of areas for improvement	Any identified concerns or desired improvements would feed into school O&E Building Development Plan – annual review cycle (IP) May 2023 – installation of a ‘blue line’ to divide the corridor to support the movement and transitions around the building (AT) May 2023 – Display installation for the new library [see site development plan]
	Improve lift key accessibility and staff training – new keys to be stationed in the school safe and one in the administration office	Ian Patrick Sam Reid (SRE, Senior Office Manager) Al Tetteh	Cost of 2 x new keys	Annual training, September	Half termly check (AI/IP and SRE)  Annual staff training on the use of the lift (AT/IP/SRE)
2.	<b>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.</b>				
	Whole school training on How to support the needs of students with SEND - the graduated approach / sharing pupil passports / data-rich seating plans / intentional monitoring  Share 'good practice strategies' for a range of disabilities and incorporate these into CPD for SEND training: whole school and departmental.	Deborah Bell, SENDCo Lisa Lockley (LL, AHT) Terri-Anne Richards (TR, DHT)	Training  Costs for materials or external presenters	Annual SEND Training  Termly CPD  Termly SEND learning walks	Termly SEND Learning walks show that teachers have a holistic understanding of students and their needs (LL/TR/DB)  Termly reflection on ‘good practice strategies’ from the EEF support teachers in applying the graduated response (DB/TR)  Monthly lesson preparation meetings in subject areas support planning to meet the needs of students with SEND (TR)

	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.	Deborah Bell Terri-Anne Richards Lucy Norton (LN, AHT)	Time Costs	December April June	Assessment is regular (termly), purposeful and seeks to involve the parents and carers as well as the pupil themselves and specialist professionals as appropriate (DB/TR/LN)  Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (DB/TR/LN).
	Take steps to personalise needs, even if this requires more favourable treatment such as: use of specialist equipment, individual behavioural 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.	Deborah Bell Jenny Farrelly Pastoral leaders	Meeting time Resources and communication costs	Ongoing and responsive to needs/situation	Termly evaluation of medical / first aid data enables adaptations to be put into place for both staff and students  Daily / Weekly and Half termly behaviour analysis by the pastoral team enables patterns to be identified and appropriate actions taken (Pastoral Staff)
	Ensure there are extra-curricular clubs that are attended and are accessible for all students with SEND.	Lucy Norton Sam Baggott (SBT)	Staffing time Equipment Club costs	December April July	Half termly publication of the extra-curricular offer (LN/SB)  Termly tracking of participation in enrichment activities (LN/SB)  Half termly targeting of key students, in particular high needs, to encourage and promote participation in additional enrichment activities (DB/SEND Team/LN)
	Appropriate curriculum pathways are available for students with disabilities and subject leaders make adaptations to core programs of study.	Terri-Anne Richards	Staffing costs	Yearly/March	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.	Lucy Norton Gail Gilbert (GG – Assistant SENDCo) Deborah Bell	Staffing Resources Costs	Termly assessments; December March/April June/July	Formal access arrangements are reviewed annually (GG).  Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (GG/DB).
3.	<b>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.</b>				

	Incorporation of appropriate colour schemes, to benefit in particular students with SpLD/visual impairment and sensory needs.	Gail Gilbert Lisa Lockley Deborah Bell Teaching Assistants	Resource Costs	Ongoing – with annual review of pupil passports	Communication of student passports (annually) to ensure staff of aware of student needs and recommended adaptations (DB)  Learning walks (half termly audit walks and termly SEND walks) show that teachers have a holistic understanding of students and their needs (LL/TR)  Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (TR/DB)  Daily/ weekly feedback from teaching assistant(s) with teachers and the SEND Team enables adaptations as required (DB)
	Research the services available through the LA for translation services and for converting written information into alternative formats.	Deborah Bell	Costs	Annual review of records	Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (DB)
	Academy website to include google translate function for different languages.	Nicola Gould Sam Reid Neil Bridson (ATLP)	Resource Costs	Annual review of website compliance	TBC – April 2023
4.	<b>John Willmott School meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).</b>				
	SEND audits are conducted and information is updated, which includes student, parent/ carer and advocate voice.	Deborah Bell	Training costs and staffing costs	Annually	Annual audit (parent view – April 2023) 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.	Deborah Bell	Training/CPD time Admin	Termly for seating plans: December / April / July  Annual review of passport of care plan	Teachers understand and use the graduated approach and communicate termly with the SENDCo any concerns as appropriate (DB).  Teachers seating plans are reviewed termly to outline their classroom response to the needs of all pupils (LL/TR)  Passports and / care plans are updated and

					communicated with staff as reviewed with the student and parent (DB)
	Keep SEND register and passport information up to date to identify students with SEND for staff to access.	Deborah Bell	Meeting time Admin	Annually – at date of review	SEND register and passport information is updated annually and communicated with staff/teachers (DB)
	Ensure specific school needs are reflected in Trust wide policies: <ul style="list-style-type: none"> <li>• SEN Policy</li> <li>• Medical Conditions Policy</li> <li>• Teaching and Learning Policy</li> </ul>	Nicola Gould Lisa Lockley (AHT) Vickie Spawton (Lead DSL) Deborah Bell	Time	Annual review of policy	Annual review of policies ensure practice aligns with policy (NG)
	Implement specific and targeted CPD for individuals and groups such as Advocates and new staff induction.	Lisa Lockley Vickie Spawton (Lead DSL) Deborah Bell (SENDCo) Sam Reid Sarah Allen (Inclusion Manager)	Time Training	July inductions each year and with new mid-year staff  Annual Advocate training	Review of training records (inc. SCR) and staff feedback evidence that staff feel knowledgeable and informed about how to meet the needs of all students (LL)  THRIVE training for all staff in February 2023 (Level 1)  Trauma informed and attachment pathway training in September 2023.
	Review existing opportunities for students, staff and parents to participate in school management and governance (for example School Councils) & consider how all people may be encouraged to participate.	Nicola Gould ATLP Ryan Pursey (student leadership / voice)	Time Assembly focus (HoH)	November February June	Termly forum for staff is a mechanism to communicate with leadership around the school management.  Regular student voice helps to gather student voice to developments in school (RP)

	Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result.	Vickie Spawton (Lead DSL)  Linda Wootton (DSL)  Terri-Anne Richards  Nicola Gould	Time	Half termly analysis reports: October December February April May July	Half termly reports from MyConcern and half termly curriculum meetings ensure actions to contextual issues that emerge (VS/LW/TR)  Two weekly quality assurance of MyConcern entries ensures emerging trends are identified and additional support sourced as required (VS/NG/TR)
	Improve recruitment process to ensure applicants with SEND are aware of required duties and reasonable adjustments can be planned in advance if needed.	Nicola Gould  Terri-Anne Richards  Jenny Farrelly (ATLP)	Safer Recruitment training for SLT	At each appointment	Plan each recruitment process to accommodate the needs of all applicants (NG/DB)  Use safer recruitment principle for all recruitment (NG/DB)
	Identifying and displaying positive images of people with SEND in the school.	Deborah Bell  Lucy Norton  Nicola Gould	Cost of resources  Assemblies	Half termly assembly planning	Annual survey of pupils reflects the breadth of diverse holistic learning experiences provided by the JWS curriculum provision (NG/DB)  Half termly planning for assemblies ensures key dates/people are recognised and celebrated as appropriate (NG/LN)