

Saints Peter and Paul

Accessibility Plan

Adopted: Amanda Downing

Review date: Summer 2018

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream colleges or post-16 institutions; and
- are under compulsory college age and are likely to fall within either of the definitions above when they reach compulsory college age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

Saints Peter and Paul has adopted this accessibility plan in line with the college's **special educational needs policy** with the aim of ensuring that our college is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

Our **special educational needs policy** outlines the college's provision for supporting students with special educational needs and disabilities (SEND), and the college's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the college and access to information particular to students with SEND. This accessibility plan provides an outline of how the college will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support students with SEND which is on our website.

The table below is based on our current assessment of accessibility for students with SEND. It sets out priorities across the college in a number of areas and the relevant timescales for action to increase accessibility for students with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
1. SEND reforms 2014	To have an awareness of the SEND reforms 2014 and the impact on schools	Staff completed CPD on SEND reforms	Staff to know the procedures for following the Graduated Response to SEN Support	Staff using the Assess, Plan, Review, Do model to highlight and address underachievement to fill / close gaps	Graduated Response to SEN Support embedded in school	Progress of SEN Support students meet national targets
Teaching and learning						
2. Providing adapted equipment for SEN Support students (laptops and computer readers)	Rationale for development bid for laptops and computer readers discussed and decided by DOFs	Rationale and development bid written and presented to SLT	Readers and laptops sourced, priced and purchase. Criteria written for student allocation of adapted equipment	Students who meet the criteria have access to adapted equipment	Quality assure and measure the impact of adapted equipment (student / staff voice and data)	Students who meet criteria for adapted equipment make 'good' or better progress
College estate – minor capital expense						
1. A designated Maths classroom on the ground floor or accessible by lift for students physical / medical difficulties	Rationale on why needed and decision on where this classroom should be	Classroom identified	Timetable classroom for students who are unable to access the Maths classrooms	Designated maths classroom timetable in place for students with Physical / medical difficulties	Review the need for a designated classroom on a yearly basis	Students with Physical /medical difficulties have access to all maths resources

2. A designated ASD base that students can use all times during the college day	Rationale on why needed and decision on where this classroom should be	room identified	Policy written on how the base will be used and procedures for staffing and use during the college day	Policy in place	ASD base that meets the social and academic needs of students with Autistic Spectrum Conditions and social and communication difficulties	Evidence of student progression (Social and academic outcomes)
College estate – major capital expense						
Refinish all pathways and hardstanding areas	To minimise trip hazards and allow smooth passage for those with mobility difficulties	Area repaired	Replace all flags with an asphalt surface	Planning with area surveyors for the removal of planters and tress	Removal of trip hazards making the area easier to traverse by those with mobility difficulties	All areas will be clear of uneven surfaces
Refurbish pathways and hardstanding around prayer garden	Repair / replace broken flags to minimise trip hazards	New flagging in place	Replace flags and introduce a sloped access to the raised garden	Planning with area surveyors for the removal of steps and worn out areas of hardstanding	Replacing hard standing will make area more accessible for all	Prayer garden fully accessible

This accessibility plan and the outcomes will be evaluated *[annually/every three years]* to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the college.

Signed by

_____ SEN Governor Date:

_____ Headteacher Date:

_____ SENCO Date:

This policy will be reviewed *[annually/every three years]*

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
2.Development in the standards of teaching: differentiation, engagement, climate for learning, questioning, feedback (working groups)	Launch working groups and establish priorities	Identification of areas for development Staff begin to seek support outside of their faculties	Staff set targets and action plans	Routine cross faculty collaboration and CPD	Good practice is shared routinely CPD is self-directed	Improved teaching over time
Teaching and learning						
1.Developing an enhancement, literacy based curriculum for KS3 lower attaining students	An evaluation and audit of current KS3 provision and impact on lower attaining students	A curriculum plan to be launched Sept 2015	To develop a literacy based thematic curriculum and quality assure its effectiveness	An effective and consistent curriculum is taught across a range of enhancement groups	Continued CPD to improve the quality of provision Continued quality assurance	Improved standards of literacy, engagement and resilience The development of literacy teaching across the curriculum