

Whytrig Middle School - Accessibility Plan: Objectives 2015-16 to 2019-2020

Priority 1: to increase the extent to which disabled pupils can participate in the school curriculum

Objective	Strategies	Timescale	Responsibility	Success Criteria	Progress/Actions
To review the curriculum to ensure it is accessible to all.	Overview or curriculum	July 2016	JB, JS, AD	Each year group has been reviewed. Issues identified and gaps filled Resources in place for Sept 2017	
	Audit each curriculum area against SEND.	December 2016	JB, AD		
	Amend/adjust any discrepancies and relevant Schemes of Work.	Easter 2017	Subject Leads		
	Plan a budget for relevant resources if necessary.	Easter 2017	AD, JB, SH		
To offer high quality interventions in Maths and English for pupils with SEND.	Reduce class sizes and maintain the proportion of Maths and English teaching on the timetable.	January 2016	JS, JR, AD	The proportion of SEND pupils making expected or more than expected progress in Maths and English will be more in line with non-SEND students nationally.	
	Increase the level of support in all lower sets in Maths and English.	January 2016	AD		
	Increase support staff training on specific intervention programmes.	December 2016	JS, AD		
To increase knowledge and confidence of teaching staff in differentiating the curriculum.	Audit staff training needs.	July 2016	JS, AD	Staff will feel more confident about meeting the individual needs of pupils and pupil participation will increase. Staff see good practice and use it. Information sheets will be issued for staff	
	Research and employ best practice in differentiation.	July 2016	Subject Leads		
	Use expertise amongst staff to share good practice.	During Monday directed time monthly	All staff		

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	Ensure staff know their pupils well and are confident about their individual learning needs.	September 2016 and onwards	All staff	to use in their planning.	
To increase teacher and support staff knowledge of the variety of preferred learning styles.	<p>Audit staff training needs.</p> <p>Research and employ best practice in catering for different learning styles.</p> <p>Use expertise amongst staff to share good practice.</p> <p>Ensure staff know their pupils well and are confident about their individual learning needs.</p>	<p>July 2016</p> <p>July 2016</p> <p>During Monday directed time monthly</p> <p>September 2016 and onwards</p>	<p>JS, AD</p> <p>Subject Leads</p> <p>All staff</p> <p>All staff</p>	Staff will be more able to meet the individual needs of their pupils and pupils will feel a greater sense of participation and achievement.	
To ensure all educational visits are accessible to all pupils.	<p>Develop guidance for staff on making trips accessible.</p> <p>Ensure each new venue selected is vetted for appropriateness and any specific arrangements are feasible.</p>	<p>July 2017</p> <p>September 2017</p>	<p>JS, LA for support and advice</p> <p>Trip Leaders</p>	All pupils in school will be able to access all educational visits and take part in a range of activities.	

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Priority 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objective	Strategies	Timescale	Responsibility	Success Criteria	Progress/Actions
To ensure the school is aware of the individual needs of disabled pupils, parents, staff and governors.	Creation of access plans as part of the usual review process for individual pupils.	From September 2016	JS, AD, AS	Plans in place for individual pupils.	
	Meeting with relevant stakeholders and individuals to ensure needs can be met.	September 2016	AD	All pupils, parents, staff and governors have full access to school activities.	
	Ensure needs are considered during staff recruitment processes.	October 2016	JS, AD	Access issues do not influence recruitment and retention.	
To maintain the environment of the Middle School area which is accessible to wheelchair users.	Ensure that areas which were altered to allow full wheelchair access are maintained to a high level. Monitor the use of the school by the disabled pupil and put into place any plans from difficulties arising for that pupil and any other wheelchair users.	January 2016	JS, ADo	All areas of the school currently accessible, remain so and remain well maintained.	
To consider ways to ensure other areas accessed by WMS students, are accessible to wheelchair users.	Consider the needs of wheelchair users to area such as ICT classrooms, assembly/dining hall/PE block/swimming pool.	September 2017	JS, ADo, SH	Any redesign of building is accessible to all.	
	Consider whether any redesign or alteration need to take place.	September 2017	JS, ADo, SH		

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To ensure all disabled members of the school community can be safely evacuated in an emergency situation	Put into place a Personal Emergency Evacuation Plan for all pupils and staff with difficulties.	February 2016	JS, AD, ADo, Fire Marshals	All disabled members of the school community are safe in the event of an emergency.	
	Ensure signage and emergency evacuation procedures are accessible to all staff, parents or governors visiting the school	February 2016	JS, AD, ADo		

Priority 3: Improve the delivery of written information to disabled pupils, parents and visitors

Objective	Strategies	Timescale	Responsibility	Success Criteria	Progress/Actions
To review information to parents/carers to ensure it is accessible and in line with accessibility regulations.	Provide information and letters in clear print and "simple" English.	June 2016	Office staff, LA Support	All parents receive information they can access. All parents understand school information provided.	
	Ensure website and all documentation accessible via the website can be accessed by the visually impaired.	September 2016	Office/Website manager, LA Support		
To improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils, parents and visitors with a visual impairment.	May 2016	Teaching Staff Office Staff LA Support	Excellent communication by all.	
To ensure annual review information is accessible to pupils	Develop child friendly documentation.	September 2016	AD,	Pupils feel fully involved in their review processes.	
To provide information in other formats suitable for pupils, prospective pupils, parents and visitors who may have a hearing impairment.	Access to sign language interpreters to be considered if required.	January 2017	AD, LA & Hearing Service Support	Pupils, parent and visitors feel included and supported.	
	Look into training appropriate staff in Level 1 Sign Language	January 2017	AD		
To provide information	Access to translators or	May 2017	School Office, LA	All access	

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in languages other than English for pupils, parents or visitors who may not have English as their first language.	translations of written information should the need arise.		Support	accessible to people who have a language other than English as their first language.	
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Status:

Statutory policy or document	Yes
Review frequency	Every three years.
Approval by	Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher.

Publication:

Statutory requirement to publish on school website	Yes
Agreed to publish on school website	N/A

Version Control:

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
Assistant Headteacher – Inclusion (AD)	26 January 2016	1.0	Final version for publication.
Changed by	Revision Date	Version	Status

Review Date	
Frequency	Next Review Due
Three years	January 2019 (or earlier if new guidance or legislation issued)