



Accessibility Plan

Our Vision

Nurture – Inspire - Thrive

Our Mission

Valuing and developing the potential in everyone

In support of the Enable Trust

Vision

Achieving More Together

Mission:

Working together passionately to achieve the best outcomes
for our SEND children and young people

Reviewed by:	E Hoskins
Review date:	14 th November 2022
Ratified by:	Local Governing Body
Ratification Date:	26 th January 2023
Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change)	Bi-annual
Review Date:	November 2024
Related Policies:	Health and Safety Policy; Equality and Diversity Guidelines; Marking and Feedback Guidelines; Behaviour Policy; Attendance Policy; RE and Collective Worship Policy; Supporting pupils at school with medical needs Policy; SMSC Policy

	ICT Guidelines; Equal Opportunities policy Physical Intervention policy Intimate Care Policy
Chair of Trust/Governor Signature:	<i>G.H. Edgington</i>
Equalities Impact Assessment date:	

Introduction:

Culverhill School is committed to including all pupils, providing a fully accessible learning environment that meets their needs, regardless of physical, sensory, social, spiritual, emotional, cultural, medical or behavioural barriers. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We are committed to increasing access to the curriculum for all pupils, taking account of their individual needs and learning styles. This includes teaching and learning and the wider curriculum of the school such as participation in leisure, residential and cultural activities and a range of school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum. The 'Inspire' Curriculum is designed to suit our pupils' complex needs and aspirations. We regularly assess pupil progress towards ECHP outcomes and continue to modify these as pupils needs change and develop. Our specialist exams assessor monitors KS4 pupil needs in order for them to achieve the best qualifications and we will deliver appropriate exam access arrangements, which our pupils are entitled to.

We consult and work alongside external agencies in order to access & provide support for pupils while attending Culverhill and also prepare them for life post 16, in their local communities. Adaptive equipment for physical and/or sensory needs is monitored & sourced.

Staff training is provided in areas of need in order to fully support and include pupils. It may be carried out for individuals or in groups. It includes all staff and governors (new and current) and covers all relevant educational training including manual handling, correct use of equipment, speech & language therapy, occupational therapy, first aid and the administering of medication.

We continue to assess & monitor playground and sports equipment in order to ensure it meets the needs of all our pupils.

The access & delivery of information is monitored, checking it is available to all, through the website, text, email, letter, online learning platform (SeeSaw) or by phone.

Development

Order of 2 privacy screens which are being used in situ
Jon Troy appointed as Careers and Transitions Lead
Set up of Nurture class

Aims 2022 – 2024 (two years)

Improving Physical Access

- Monitor and review outdoor play equipment to ensure there is accessibility for all. Taking necessary actions when faults are found.
- Ensure all new staff receive manual handling training.

Improving Curriculum Access

- To develop the use of Evidence for Learning to record and scrutinize pupil progress and curriculum provision to meet the needs of all.

- To develop the use of Insights in order to record progress towards EHCP outcomes and independence.
- Modify the marking and feedback guidelines to ensure all pupils receive quality feedback regarding their work and progress.
- Continue to develop and refine Inspire, Nurture and Thrive curriculum pathways to enable all pupils to engage in their learning and achieve.
- Ensure each curriculum pathway includes 'sensory' pedagogy and experiences.
- To develop access for pupils with CVI – resources, environment (space and sensory experiences), OT advice, training and guidance.

Improving the delivery of Information

- Review and modify the EHCP paperwork and processes to ensure access for stakeholders.
- Support families in EHCP processes and quality of paperwork to ensure the best provision for their children. Appointment of Jon Troy as EHCP and Transitions Lead.

END.