

Aylesford School and Sixth Form Accessibility Plan 2020-2021

This plan is to ensure that the school environment is accessible to all and for all, both physically and pedagogically. It acts as a dynamic response to the Equality Act (2010), ensuring equality for all individuals and groups.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring/Review
<p>Access to the Curriculum Ensure ICT and other technology is appropriate and accessible to students with disabilities</p>	<ul style="list-style-type: none"> Continue to develop of specialist software Visual and hearing impairment equipment to be planned and budgeted for when needed. Use of Alpha Smarts for students unable to write Use of word processor for Exam Access Arrangements. 	Ongoing	<p>Prodegi</p> <p>Maintain and renew Alpha smarts</p>	<p>IT Support Manager – HDS and SENCo. - MCD</p> <p>SEN Support - TLR</p>	HDS and MCD
<p>Access to the Curriculum Create accessible and effective learning environments for all</p>	<ul style="list-style-type: none"> Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties: Anaphylactic shock and Epilepsy. Continue to personalise support for trips and extra-curricular activities. For example, set up individual timetable, formalise standard practice so that ASC students have an allocated staff member. Continue to produce risk assessments from the point of view of having ASC; check with parents/carers and student beforehand. Continue to circulate generic and personalised information in the form of IEP's (Individual Education Plans) and the 'At a Glance document. Continue to issue toilet and lunchtime passes in the agreed format. Continue to write and update risk assessments. 	All on going – need to review as required through the year and at end of the year.	<p>IDS, COMPASS, STS, VIT, EP, SULP and OT/physio contributions as needed.</p> <p>Printing for audits and passes.</p>	<p>All staff</p> <p>All staff</p> <p>TLR</p> <p>HOSP's and HGH</p> <p>All staff</p>	<p>SCP and MCD</p> <p>SHW</p> <p>MCD</p> <p>MCD</p> <p>SHW and PVR</p>
<p>Access to the Curriculum</p>	<ul style="list-style-type: none"> In line with the school's inclusive philosophy continue to assess students for SEND when behaviour incidents indicate a need and/or escalate by liaising with families, previous schools, and by gathering information from staff observations. 	Ongoing	<p>Admin and meeting time to complete: Assessments Checklists</p>	<p>HOSP's, Inclusion department and MCD</p>	MCD

<p>Create accessible and effective learning environments for all Part B. SEMH</p>	<ul style="list-style-type: none"> • Use 'Human not Robots' checklists as a screener of SEMH need with individuals as needed. • Continue to write and circulate profiles (IEPs) and Behaviour Plans (BPs), place in department drive and send out to relevant staff. • Continue to use Inclusion department staff to support students in and out of lessons. • Continue to use the school counsellor as further assessment source as well as specialist teacher/other professionals. • Continue to refer on to EP for assessment with highest needs and possibly to apply for EHC Plan. • Use outside agencies to support delivery of interventions for a range of need e.g. Targeted Youth, Sharp Minds, etc. • Introduce 'revision support' sessions for students with SEMH. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring Term</p>	<p>IEP's BPs Timetables Referrals</p> <p>STS to complete assessments EP for assessments and report writing LA, Rise, charities and Mental Health TA to support with anxiety workshops Learning Support staff to support revision club</p>	<p>TLR and MCD</p> <p>TLR, MCN and HOSPs</p> <p>TMS, MCC and DBR HOSPs and TLR</p> <p>MCD</p> <p>HOSPs and MTT</p> <p>TLR</p>	<p>MCD</p> <p>MCD</p> <p>MCD PYN</p> <p>MCD</p> <p>MCD</p> <p>MCD</p> <p>MCD</p>
<p>Impact Analysis Ensure all policies consider the implications of Disability Access</p>	<ul style="list-style-type: none"> • Continue to evaluate impact of Engagement, Equality, SEND, Anti- Bullying, Safeguarding, Educational Visits, SMHW/Homework and Medical Policies and provision in relation to pupils with disabilities. • Ensure the SEND Information Report is updated annually • Continue to update the website and newsletter with any relevant information for students and parents 	<p>Ongoing</p> <p>Sept. Autumn Term</p>	<p>Time to review policies.</p> <p>Forums to review with parents/carers and students including SEND Governor.</p>	<p>Leadership Team</p> <p>SENCo TMS and Leadership team</p>	<p>HDS</p> <p>MCD ALL</p>
<p>Premises Increase/maintain site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> • Continue to regularly review personal evacuation plans (PEEPs) for students with SEND. • Develop wheelchair accessibility; more ramps, Evac. chairs, removal of unnecessary steps, etc. • Ensure lift keys are available for students and staff requiring them. 	<p>Ongoing</p> <p>By Sept. 2021 Ongoing</p>	<p>Time to review plans</p>	<p>SENCo</p> <p>PVR and SENCo HG</p>	<p>MCD</p> <p>PVR PVR</p>

<p>Attitudes To promote positive attitudes to disability and diversity</p>	<ul style="list-style-type: none"> • Continue to include disability awareness in assembly and Citizenship programmes. • Involve disability groups in assemblies and visits to school as available. • Continue to include the Learning Support department in the newsletter, with regular items on the website, including highlighting achievements of pupils with disabilities. • Review Equality and Diversity statements/policies • Continue to use TAs during open, parents and homelink evenings. 	<p>Ongoing throughout the year.</p> <p>Evidence of impact to be evaluated Autumn Term 2020</p>	<p>Assembly rota Citizenship and Ethics curriculum.</p> <p>Time to complete articles and review policies</p> <p>Additional hours for TAs</p>	<p>SCP and SAS HOSPs TLR and MCD MCD MCD</p>	<p>SHW MCD MCD HDS MCD</p>
<p>Newsletters & Information Availability of documents in different formats.</p>	<ul style="list-style-type: none"> • Continue to use the newsletter and website to update parents. • Plan parent forum for SEND students. 	<p>Ongoing Summer Term 2020</p>	<p>Time to create article for newsletter and update website Time for forum</p>	<p>TLR MCD</p>	<p>MCD</p>