



Batchwood School
make every day count

Accessibility Action Plan

Date of policy: January 2015

Date of review: January 2019

Batchwood School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010. Students should be provided with the opportunity to experience, understand and value diversity.

We aim to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participate for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all its literature and make staff and students aware of the importance of language
- examining our library and reading books to ensure that there are examples of positive images of disabled people

The definition of disability is

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

Accessibility Action Plan

Strand A: Increasing the extent to which disabled students can participate in the school curriculum.

	Targets	Strategies	Timeframe	Goals achieved	
Short term	1. Provide a more appropriate vocational curriculum at KS4	Work in partnership with Alternative Providers	January 2016 on going	Yes	
	2. Improved communications with staff	Regular daily meetings	January 2016 on going	Yes	
	3. Information imparted to staff	Information/advice to all departments	January 2016 on going	Yes	
	4. Staff training		▪ Support/Inclusion Staff training	January 2016 on going	Yes
			▪ CPD Literacy, Phonics and Numeracy ▪ CPD Assessment ▪ Whole staff training on behaviour management ▪	January 2016 on going	Yes
	Accessing worksheets	▪ Whole school Training from English Department	January 2016 on going	Yes	
	Marking/Reading	▪ Specialist training from English department	January 2016 ongoing	Yes	
	5. Improved access for students in word processing facilities	ICT Equipment updated	September 2015 on going	Yes	

	Targets	Strategies	Timeframe	Goals achieved
	6. Increasing IWB facilities in dept. 7. Increase progress in literacy/numeracy levels 8. Training on AFL and Marking	All departments to have IWB Target students with low literacy numeracy levels, 1:1 support CPD training by SLT and outstanding subject departments	January 2017 January 2016	No On going
Medium term	1. Provide an Inclusion Centres 2. PSHCE 3. Basic skills 4. To improve the Food Tech room	1. Phoenix and Learning Centres 2. Tutors to deliver. Middle leaders to develop scheme 3. Literacy each morning 4. Bid for financial support	July 2015	Complete
Long term	Improve staff knowledge and skills of differentiating materials in order to meet students' needs Provide continual staff training on Herts STEPs	Staff Training Links with mainstream and other SEMH schools Member of the TSA	2015-20016	On going

Strand B: Improving the Physical Environment of schools

Short Term
To improve disabled access to designated Main Hall area. Review of disabled toilet
Medium Term
New Science Room Physical accessibility of school improves.
Long Term
All appropriate entrances have ramps and handrails. Secure resources from the LA, over a three year period improve all appropriate entrances. Physical accessibility of school increased.

Strand C: Improving the Delivery of Information to Disabled Students

	Targets	Strategies	Timeframe	Goals achieved
Short Term	To ensure that all members of the school community are aware of the need to differentiate and provide for students who need information provided in alternative formats.	<ul style="list-style-type: none"> ▪ Staff meetings ▪ Awareness Training ▪ Distributing information/ advice to staff when appropriate. 	On going	On going
Medium Term	To enhance the fabric, resources and the buildings including the outdoor learning	<ul style="list-style-type: none"> ▪ To meet with whole school and departments to identify issues 	Ongoing as different needs arise.	
Long Term	Redesign Curriculum to ensure more differentiation for all students to meet their needs with more vocational learning and the development of the outdoor curriculum	Redesign KS3/KS4 Curriculum in line with the lower APS score of students entering the school.	On going	On going