



**SIMON BALLE ALL-THROUGH SCHOOL**

**ACCESSIBILITY PLAN**

**Part B**

**First Issue: January 2014**

**Last Review: January 2019**

**Next Review: January 2022**

**Committee Responsible: H&S**

**Annex 2**

**SIMON BALLE SCHOOL - ACCESSIBILITY PLAN 2014 – 2017**

**A – IMPROVING ACCESS TO THE CURRICULUM**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timeframe/Staff responsible</b>	<b>Outcomes</b>
A1:Continue to develop range of learning resources that are accessible for students with learning difficulties	HOD and HOY to review resources in their curriculum areas	Time / training	On going <b>IF/RJK</b>	Students with disabilities have increased access to curriculum materials
A2:Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities	CPD Observations	Time / training	On going <b>MM</b>	Teachers use multiple intelligence principles to suit a wide range of learning style. High attainment for students with SEN/disabilities
A3: Teachers and support staff develop skills to deal with students who have specific disabilities	Inclusion department staff to provide or arrange specific training for new and existing staff relating to disabilities experienced by students	Time / training	On going <b>PC/DH</b>	Staff have greater understanding of disability issues
A4: Disability equality issues are incorporated into PHSEE SoW	Students to address issues of disability and inclusion through PHSEE sessions	and PHSEE SoW	On going <b>IF/SP primary</b>	Students have greater understanding of disability issues

**B – IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

Target	Action	Resources	Time frame/staff responsible	Outcomes
B1: Ensure fire procedures take account of the needs of students with disabilities	<ul style="list-style-type: none"> <li>a) Review the needs of the identified students</li> <li>b) Ensure that appropriate provision, including places of safety have been established</li> <li>c) Fire procedures for wheelchair students are clearly in place</li> </ul>	Time / training	On going <b>MT</b>	<p>Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire.</p> <p>Fire Officer to take responsibility for safe evacuation of disabled students from these areas. Support staff aware of designated evacuation points.</p>
B2. Ensure that there is appropriate vehicle access for students with physical disabilities.	Review the needs of identified students. Ensure that appropriate provision and safety has been addressed	Financial resources Site Management	<b>MT</b>	Identified students have access when required to disabled parking provision.
B3: Constantly review access to the physical environment for students with physical disabilities	Review access to individual rooms, ensuring appropriate adaptations are made where feasible	Occupational therapist / other relevant outside agencies	On-going <b>PC/DH/MT</b>	Physical environments will be reviewed and evaluated frequently with the support of outside agencies. Appropriate risk assessments will be carried out regularly and evaluated in line with SEN and H&S policies.
B4: To ensure that there is appropriate provision for			<b>MT</b>	The facility will be reviewed and frequently evaluated with the support of relevant

physical disabled to access adequate toilet facilities				outside agencies and the site team.
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**C – IMPROVING ACCESS TO INFORMATION**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Time frame/staff responsible</b>	<b>Outcomes</b>
C1: Make information more accessible to students (and parents) with disabilities	<p>Use national and local recommendations to develop plans to make information more accessible</p> <p>Where using virtual platforms, include, for example, subtitles where possible</p>	<p>National and local guides to making information more accessible</p> <p>Teaching staff, support staff, parent and student feedback</p>	<p>On-going <b>IF/MM</b></p>	<p>Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.</p>