



Eden Boys

Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas:

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<ul style="list-style-type: none"> - Continue to train staff to enable them to meet the needs of pupils with a range of SEND. - Ensure all staff are aware of disabled children's curriculum access - Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement - Online learning modules if required. - Train staff in clear communication strategies for pupils with Hearing Impairment - Position pupils appropriately in the classroom - Implement individual actions as specified in individual SEND Service Advice Sheets - Increase confidence of all staff in differentiating the curriculum. - Assign CPD for differentiation and recording methods 	SEN/D Coordinator Teaching & Learning Lead	<ul style="list-style-type: none"> - Cost of differentiation training approx £1500 - 1-day staff INSET 	<ul style="list-style-type: none"> - On-going and as required - As required (in accordance with identified professional development programme) 	<ul style="list-style-type: none"> - Staff can enable all pupils to access the curriculum. - All staff aware of individuals needs - National Curriculum Inclusion statement shared with teaching staff. - All staff received specific training on HI - Seating plans written in accordance with SEN and Disability Service advice sheets - Personalised actions on SEND Advice sheets fully implemented - SEND pupils make at least similar progress to all pupils nationally - Increased staff confidence in strategies for differentiation - Increased pupil participation in lesson and outcome data for identified groups of pupils. - Lesson plans show evidence of planning to meet individual need
<ul style="list-style-type: none"> - Provide effective support for all SEND Pupils taking examinations. 	SEN/D Coordinator Data & Exams Officer		<ul style="list-style-type: none"> - Reviewed Termly 	<ul style="list-style-type: none"> - Relevant access arrangements will be in place to ensure that all SEND pupils can complete their exams. - Inform parents of access arrangements.

<ul style="list-style-type: none"> - Ensure that parents who are unable to attend school because of a disability, can access parents' evening. 	Pastoral Team		<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - Overcome any physical or other barriers to accessing the parents evening in person including but not limited to alternative rooming or alternative entry and exit points. - In the event of it being impossible for parents to attend in person, staff to hold parents evening by phone or IT platforms to hold a virtual meeting.
<ul style="list-style-type: none"> - Implement a Personal emergency evacuation plan for each pupil - Regular checks and tests from LCC on user equipment for HI or other - Staff training in use of equipment 	Pastoral Team/Teaching Assistants	<ul style="list-style-type: none"> - Time to meet with parents and pupils to develop PEEPs - 1 x hour staff training session in PEEP familiarisation and implementation 	<ul style="list-style-type: none"> - By October of each academic year (reviewed 6 monthly) - As specified by LCC on a pupil to pupil basis 	<ul style="list-style-type: none"> - PEEP plans completed for all pupils in line with pupil need - All pupils safely evacuated from school site on emergency tests (and actual) - HoY's/TA's and Estates staff ensure that pupils with hearing impairment are familiar with the sound of the fire alarm - All staff trained in use of hearing aid equipment and operate - Pupil access to curriculum improved
<ul style="list-style-type: none"> - Provide specialist equipment to promote participation in learning by all pupils 	ICT Technician SEN/D Coordinator Teaching & Learning Lead	<ul style="list-style-type: none"> - Ensure that pupils have access to laptop/overlays/customised pens 	<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - Wider use of SEN resources in classrooms - Modified equipment purchased to meet need - All relevant staff receive training in use of new software and hardware - Software and hardware in use in specified lessons and impact upon pupil attainment

<ul style="list-style-type: none"> - Review PE curriculum to ensure PE accessible to all - Gather information on accessible PE and disability sports - Seek disabled sports people to come into school. 	DoL: Sports and Technical Learning		<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - All pupils able to access PE curriculum - Range of information gathered, assessed and any relevant actions identified.
<ul style="list-style-type: none"> - Ensure that all pupils are able to access all out of school activities e.g.: trips, residential - Assess suitability of venues to ensure that they are accessible. - Provide support where necessary for SEND pupils. 	Principal Educational Visits Coordinator	<ul style="list-style-type: none"> - EVOLVE update training for all staff 	<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - All educational visits accessible to all pupils - Accessibility guidance for trips and visits developed and implemented in accordance with trust policy
<ul style="list-style-type: none"> - Review all trust policies to ensure school fully complies with the implications of disability access. - Involve Pupil Shuraa in review. 	Principal	<ul style="list-style-type: none"> - Staff meeting and development time for homework section on the school website 	<ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> - Trust policies linked to DDA fully implemented
<ul style="list-style-type: none"> - Assess requirements for new September intake/in year admissions. 	Business Manager		<ul style="list-style-type: none"> - Ongoing/as required 	<ul style="list-style-type: none"> - Requirements for new intake ascertained.
<ul style="list-style-type: none"> - School has disabled access for most of its facilities and ensures that such access is maintained. School will continue to take account of needs of its pupils, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site. 	Business Manager Site Manager		<ul style="list-style-type: none"> - As required 	<ul style="list-style-type: none"> - Ensure all improvements to the building meet Equality Act 2010. H & S inspections carried out by independent assessors.