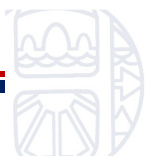


Accessibility of the Curriculum			
Action and Intended Impact	Timelines and Milestones – who, what , when	Resources	Monitoring and Evaluation
Literacy Developments	<p>Review and restructuring of literacy intervention, introduction of Lexia for all year groups so students can access literacy intervention at home as well as in school.</p> <p>Raising the profile of whole-school literacy through form time projects and review of the form programme; MHD, JG, MWE</p> <p>Involvement in Altius Word Power project – building inference skills and academic literacy – PC, DFE with outside support from S.Cunnigham 2018-2019</p>	<p>Learning support dpt and staffing</p> <p>Form time activities</p> <p>Inference training and resources from Word Power</p>	<p>MHD has strategic oversight to evaluate impact of sessions Student and staff voice throughout the process</p> <p>Robust form time learning walks fortnightly to look at the impact of Word Power</p> <p>Initial observations of lessons delivered by DFE have been very good</p>
Structuring curriculum choices around individual needs	<p>Review KS4 offer – look to build more quality alternatives to GCSEs if appropriate – e.g NCFE, BTEC, Cambridge Technical; option support removed – Study Plus which offers more skills in English, maths and science with subject specialists CLM / PC with MH – Oct 2018, - offer in place for KS4 options Jan 2019</p> <p>Ensuring access arrangement practices are robust and tracked/monitored prior to students completing examinations – new process implemented and designed</p> <p>Introduction of provision mapping software has allowed for greater tracking and sharing of information for individual learning needs with staff; formulation of IPPs and accessibility to key learning documents for staff such as EHCPs, Educational Psychologist Reports etc.</p>	<p>CLM/PCO research and planning time; research at high attaining schools</p> <p>Testing materials; time for SFI</p> <p>Provision map software</p>	<p>Discussions have taken place regarding the options available for students from Sept. 2019 – introduction of BTEC qualifications as a result</p> <p>MHD, LD, HWE, LLE to work with SFI and subject teachers, tracking and monitoring AA in place</p> <p>MHD/LLE to review, revise and update regularly</p>
Introduce new Supporting Students with medical conditions policy + additional guidance on asthma	<p>EMET policies adopted October 2021.</p> <p>Additional asthma guidelines published June 2018.</p> <p>Links to this within the attendance policy March 2019 AMA/MHD.</p> <p>NHS diabetes awareness and epilepsy training to be finalised.</p>	<p>Policies and support from healthcare on Epipens etc.</p>	<p>DP to liaise with LLE on diabetic and epipen training and confirm arrangements.</p> <p>MHD/LLE to ensure all care plans are up to date</p>

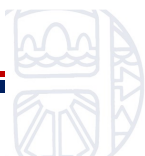




Action and Intended Impact	Timelines and Milestones – who, what , when	Resources	Monitoring and Evaluation
Training on Disability Discrimination Act –ensure staff understand duties to promote accessibility of curriculum, including trips and visits	Training on differentiation and inclusivity has been delivered to all staff to avoid OSFA – next step would be to raise the profile of stretch and challenge with all teachers and leaders	MHD planning time; whole staff CPD time	MHD to quality assure in lessons through drop-ins / learning walks DP/MHD to spot check external visits to ensure they are accessible
Longer term: Science Labs – to make A level Science curriculum fully accessible	RYA (Head of Science) to lead on requirements with support from CLM as previous HOD. This would be part of a project from EMET capital resources with support from D Peet/CLM.	RYA/CLM/EMET	RYA / CLM to feedback at SLT regarding any changes to facilities

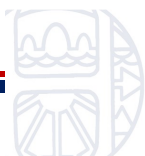
Accessibility of the Physical Environment			
Action and Intended Impact	Timelines and Milestones – who, what , when	Resources	Monitoring and Evaluation
Improvements on Lumsdale site to make environment more accessible for visually impaired students – <ul style="list-style-type: none"> Extending handrails at various locations Yellow tracks throughout school Marking on edge of stairs Markings on posts in coffee bar 	DCC work – improvements identified July 2017 Markings completed Sept 2018 Handrails completed Sept 2018	DCC funding	Site staff to check markings and handrails still suitable.
Accessibility of 6 th form <ul style="list-style-type: none"> Wheel chair access to Computer space in 6th form Platform lift to be installed Wider access into canteen Accessible toilet / space in existing canteen staff changing space 	Programme of works discussed and commissioned with DCC. Changes to ICT / study area to be completed within school Wheelchair access to computer space deemed impractical. Rise and fall desk in library gives the same, if not better, provision. Platform lift – installed but student left prior to completion. DCC unable to remove due to cost. Door from lift to corridor not suitable for wheelchair user. DCC did not build this into the scheme. Wider access to canteen completed Sep 2018. Accessible toilet completed Sep 2018.	DCC funding	Ensure accessible areas fit for purpose at such a time as they are needed.





Action and Intended Impact	Timelines and Milestones – who, what , when	Resources	Monitoring and Evaluation
Accessibility of Reception at Lumsdale – needs a ramped access	<p>DP meeting DCC surveyors 3/7/18 – no ramp was supplied. To re-visit with EMET.</p> <p>Ensure at least one space at both sites is reserved for disabled parking for ease of access</p> <p>Staff in reception to welcome visitors to ease the signing in process with clear communication structures to get visitors to where they need to be</p>	<p>DCC funding</p> <p>Site team time and maintenance Signing in book, effective comm system</p>	<p>DP/AW/MHD to liaise with EMET on providing an access ramp into visitors’ Reception.</p> <p>Review of system yearly to explore any alternatives</p>
Regular practice of Evacuation procedures	<p>To be built into Learning Support training on a termly basis – TA team Leaders</p> <p>Lumsdale: Evac chair in Art, DCC promised evac mats in MFL and Science but these did not materialize. This to be considered when carrying out PEEPs</p> <p>Starkholmes: Evac mats on 2 upper floors. DP to arrange audit of school wheelchairs. MHD and DP to review PEEPs for specific students</p>	<p>Training costs and time</p>	<p>MHD/DP to review evacuation plans and procedures</p>
<p>Check any queries arising from extensive Accessibility audit:</p> <ul style="list-style-type: none"> • Handrails • Adequate lighting in car parks • Ramps and stairs • Clearance for wheelchairs • Doors / door handles easily distinguishable? • Door closure action • Availability of remote controls for doors 	<p>DP to work with site staff to complete checks.</p>	<p>DP and site staff to complete audit; meeting time and planning time required</p>	<p>DP/site staff – checks.</p>
<p>Complete checks on both sites to ensure existing provisions to promote accessibility are in place / in working order:</p> <ul style="list-style-type: none"> • Lifts / platform lifts 	<p>Maintenance programme – lifts serviced by:</p> <p>Lumsdale: Access ETC. Library and D&T lifts problematic.</p> <p>Starkholmes: platform – Access ETC; passenger – Stannah.</p>	<p>Ongoing maintenance from lift companies and time from DP to liaise with said companies</p>	<p>Staff to report any issues; DP to collate and ensure they are rectified immediately by maintenance companies</p>

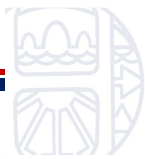




Action and Intended Impact	Timelines and Milestones – who, what , when	Resources	Monitoring and Evaluation
Possible - Longer terms developments: <ul style="list-style-type: none"> Improved provision for hearing impaired e.g. installation of hearing loop Textured surfaces and tactile information Making staffroom and staff facilities at Starkholmes wheelchair accessible 	Any improvements would be incorporated into EMET capital projects.	Planning time and funding from EMET for any potential work	Ongoing evaluation of any works and any potential works necessary

Accessibility of Information			
Action Required	Timelines and Milestones – who, what , when	Resources	Monitoring and Evaluation
Check website for accessibility of information	Integrate into regular checks of website for compliance – Oct 2018, Jan2019, April 2019, July 2019 Ensure the correct font, size and graphics are used on the website Ensure all hyperlinks and tabs work correctly linking stakeholders to the right information promptly	PCO to complete check	Regular and planned monitoring from PCO and admin to ensure the website remains compliant
Check school documents written in accessible language	Scrutiny of any documents sent from the school by the member of staff taking accountability Review of policies and procedures that are in the public domain Quality assurance of any governor’s documents and use of standardised proformas and templates	Time for members of staff to plan communication and QA information in the public domain Time to produce and check reports	Letters / key information passes through a gatekeeper to ensure all information is accurate and accessible in the public domain





Action Required	Timelines and Milestones – who, what , when	Resources	Monitoring and Evaluation
Information available in large print formats / Braille	VI service guidance required	Time to review current information accessibility and meeting time with DCC	Consultation with VI service regarding this
<u>Longer term developments:</u> Textured surfaces and tactile information	Largely depending on what is needed, EMET will be responsible for Capital changes but school is responsible for repairs, maintenance and low level change.	Planning time and funding from EMET for any potential work.	Ongoing evaluation of any works and any potential works necessary

