

Accessibility and Inclusion - Key Priorities

The school has set the following priorities for 2017-2018:

- To continue to support and mentor specific groups of students including disabled learners to develop their personal, social and learning skills.
- To provide further training for all staff on meeting the needs of disabled learners.
- To continue to seek the views and aspirations of learners with disabilities, parents of disabled learners and disabled people in the wider community in order to further develop the school's accessibility arrangements.
- To continue to increase the range of adaptive, assistive and sporting equipment available in school in order to provide a fully inclusive curriculum.
- To continue to explore strategies for providing disabled learners with access to suitable or modified transport.
- To ensure the dietary requirements of learners with medical needs can be fully met.
- To continue to ensure that the current high standard of accessibility of the physical environment of the school building is maintained.

Management, Coordination and Implementation of the Accessibility Plan

The Headteacher and Governing Body have overall responsibility for the school accessibility plan. The plan will be developed, monitored and evaluated by the Inclusion team. The evidence that will be used to evaluate the plan will include:

- Feedback from learners and parents
- Mentoring and support records
- Records from extra-curricular provision

Plan to be reviewed, evaluated and updated - Summer 2018

Policy Framework

The Accessibility Plan should be read in conjunction with the Strategic Equalities Plan, Additional Needs Policy and Anti-Bullying Policy.