The Coleshill School Accessibility Plan 2023-24				
Success Criteria				
1. Increased access to the curriculum for students with special educational needs or a disability (SEND), adapting the curriculum as needed via quality first teaching, to ensure that all students are valued and supported to learn in school, and end with positive outcomes. This covers teaching and learning and access to and inclusion within the wider curriculum of The Coleshill School such as involvement in Student Leadership, extra-curricular activities and visits. It also covers the provision of specialist aids and equipment which may support students to fully access the curriculum and wider life of the school. 2. To meet the needs of students and staff within the school community who have special educational needs, or who are disabled, according to the protected characteristics of the Equality Act of 2010. 3. Improved access to the external and internal environment of the school.				
Tasks/Actions	**Persons Responsible**	**Resources and costs**	**Time Frame (by when)**	**Monitoring/evaluation**
1. **Increased access to the curriculum for students with SEND.**				
Whole school training planned in advance, to support the highest presenting needs of students with SEND in current cohort. Share good practice – quality first teaching and adaptive teaching strategies for a range of SEND needs, delivered whole school and within departments. Spotlights of key students provided fortnightly by SEND team for staff. Student case conferences carried out when necessary to further support the needs of individual teachers, and to extend the skill set of staff supporting them.	Leadership, Finance, SENCO, SEND team.	Cost of external providers and materials	Annual SEND training built into CPD schedule.	Yearly review based on current and projected needs of students
Quality Assurance of teaching staff has a regular SEND focus. Regular monitoring of impact of interventions by TAs and other adults working 1-1 or in small groups with students.	Leadership, SENCO, SEND team	Time costs	Ongoing – built into yearly cycle	Ongoing monitoring

Where needed, support for individual students is personalised, including the use of reconnection cards/time, time out and early exit passes, toilet passes, and alternative changing rooms for PE/alternative toilets.	Maintenance team, leadership, finance, SENCO, SEND team	Resource costs e.g. provision mapping software to track needs	Ongoing – regularly reviewed	Ongoing monitoring
Ensure that extra-curricular clubs (both after school and lunchtime) are accessible to students with SEND.	SENCO, ML with responsibility for extra-curricular activities	Staffing, time and equipment costs	Termly	Ensure the extra-curricular activities are varied across the year
Ensure that suitable curriculum pathways are available for students with disabilities and subject leaders make adaptations to core programmes of study.	SENCO, Leadership team, subject leaders	Staffing time	Ongoing	Ongoing monitoring
Adaptive curriculum for SEND students, to focus on closing the gap in learning: English/Literacy: Reading recovery scheme; 1-1 and small group interventions; tutoring; reading during tutor time. Maths: 1-1 and small group interventions, use of Numeracy Ninjas with year 7 in tutor time	SENCO, Leadership team, core subject leads, mentors/tutors	Staffing costs (additional to core staff) Rooming costs	Ongoing; focus varies each term	Analysis of entry and exit data for impact
Alternative Curriculum for identified students with alternative curriculum lead.	SENCO, Leadership Team, Alternative Curriculum Lead	Alternative teacher, resources.	Termly	Evaluation data provide alternative curriculum lead.
Focused, timely interventions for key students with SEND, following recommendations from external professionals such as Specialist Teacher Service and Educational Psychologist.	SENCO, Leadership team, SEND team, external services, TAs	Cost of initial reports from specialists, time, staffing and resource costs (i.e. buying in programmes)	Ongoing. Yearly plan for interventions.	Analysis of entry and exit data for impact.
Focused, timely bespoke interventions delivered by or overseen by Strategic Leads of SEMH and Autism, to support fuller integration into school life and improved student well-being.	SENCO, SEND team, TAs	Staffing costs (resources and time) resources costs (i.e.	Ongoing. Yearly plan for interventions.	Analysis of entry and exit data for impact.

		buying in programmes)		
Preparation for Access Arrangements for examinations. Reasonable adjustments made part of normal way of working for students, in lessons and for all testing Training for TAs in invigilation training Use of reader pens to minimise need for readers in exams, and to reduce stigma	SENCO, exams officer, TA involved with testing	Cost of buying reading pens	Ongoing	Assessed by exams officer – JCQ.
Use of adaptive technologies to support students with their learning needs (e.g. putting a filter on their ipad screen).	SENCO, Leadership team, all staff	Ongoing	Ongoing	Continued exploration of how best to use iPads to support SEND students with their learning
2. **To meet the needs of all SEND and disabled students (Equality Act 2010).**				
SEND audits are conducted and information is updated, which includes staff, student, parent/carer and governor voice.	SENCO, Assistant SENCO, leadership team	Ongoing	Annually	Continuously monitored and addressed as appropriate. Key surveys such as The Big Ask will help to inform.
Regular reviews of student provision and progress, involving the student and parent/carer.	SENCO, SEND team, progress leads	Provision mapping software Time for training Time to meet with students and parents/carers	Yearly annual review for EHCP students, 3x in an academic year for SEN register students.	EHCP – yearly annual 3x yearly – all SEN students

All students identified with SEND have a personalised passport explaining to staff what reasonable adjustments are needed.	SENCO, SEND team	Provision mapping software.	Ongoing	Ongoing
Staff utilise passports and produce (and regularly update) annotated seating plans and/or CLIPS which indicate their route around the room, supporting SEND and DA students.	SENCO, leadership, all staff	Time	Ongoing as part of QA	Ongoing as part of QA
SEND register and passport information is kept up to date and accessible for staff to access.	SENCO, SEND team, Leadership team link, progress leads,	Provision mapping software.	Ongoing	Continuously monitored and amended as required.
Use of MyConcern to identify trends of students with SEND and put actions into place as a result.	SENCO, SEND team, Vulnerable children lead	Time/ MyConcern	Ongoing	Continuously monitored
Regular meetings with Heads of Phase and SEND team, to identify key students and plan actions/interventions accordingly, in fitting with the graduated response.	SENCO, leadership team link, Phase teams	Time	Half-termly	Analysis of school data
Extended transition for most vulnerable SEND learners when joining year 7 Additional parent meetings and conversations with primary schools to support with smooth transition.	SENCO, SEND team, TAs	Staffing time	Cycle from March-September	Ongoing
SEND team to hold coffee mornings and information events to support parents of students with additional needs. SEND team available during Parents' Evenings to meet with parents/carers	SENCO, SEND team, professionals (STS, Ed Psych)	Time, cost of buying in resources, or paying for professionals' time	Put onto yearly calendar	Analyse level of engagement and impact
3. **Improved access to the external and internal environment of the school.**				
Parts of the building (new Wilson block) are now disability friendly, with a lift available. We await our new build for the majority of our building, as C block has one	Maintenance team	Ongoing	Ongoing	Changes TBC

flight of stairs, and A block 3. D and E block are both single storey.				
Consider moving some classes to accommodate needs of students when they cannot use the stairs.	SENCO, Leadership team			
Ensure Wilson lift is maintained regularly, and students who need it have access.	Maintenance team, SENCO, SEND team	Maintenance costs, cost of passes/keys	Yearly	SENCO and progress leads to be aware of any students who may need to use lift.
Disabled toilets fully stocked and students with disabilities to have continual access.	Maintenance team	Ongoing, cost of keys for students/key staff	Ongoing	Any concerns reported daily to Maintenance team for prompt action,