

<b>The Coleshill School Accessibility Plan 2024-5</b>				
<b>Success Criteria</b>				
<p>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.</p> <p>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.</p> <p>3. Improved access to the external and internal environment of the school.</p>				
<b>Tasks/Actions</b>	<b>Persons Responsible</b>	<b>Resources and costs</b>	<b>Time Frame (by when)</b>	<b>Monitoring/evaluation</b>
<b>1. Increased access to the curriculum for students with SEND.</b>				
<p>Whole school training planned in advance, to support the highest presenting needs of students with SEND in current cohort.</p> <p>Share good practice – quality first teaching and adaptive teaching strategies for a range of SEND needs, delivered whole school and within departments.</p> <p>Spotlights of key students provided regularly by SEND team for staff.</p> <p>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.</p>	Leadership, Finance, SENCOs, 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
<p>Quality Assurance of teaching staff has a regular SEND focus.</p> <p>Regular monitoring of impact of interventions by Strategic Leads and other adults working 1-1 or in small groups with students.</p>	Leadership, SENCOs, SEND team, Departmental Heads	Time costs	Ongoing – built into yearly cycle	Ongoing monitoring

Where needed, support for individual students is personalised, early exit passes, toilet passes, and reasonable adjustments around changing in PE.	Maintenance team, leadership, finance, SENCOs, 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.	SENCOs, 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.	SENCOs, 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; reading during tutor time. Maths: 1-1 and small group interventions, use of Numeracy Ninjas with year 7 in tutor time	SENCOs, 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 some students.	Leadership Team, Alternative Curriculum Lead	Staffing costs	Ongoing	Analysis of soft and hard data.
Focused, timely interventions for key students with SEND, following recommendations from external professionals such as Specialist Teacher Service and Educational Psychologist.	SENCOs, Leadership team, SEND team, external services, Strategic Leads	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 Lead, to support fuller integration into school life and improved student well-being.	SENCOs, strategic leads	Staffing costs (resources and time) resources costs (i.e. buying in programmes)	Ongoing. Yearly plan for interventions.	Analysis of entry and exit data for impact.

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	SENCOs, exams officer.	Cost of buying reading pens  Cost of external assessor	Ongoing	Assessed by exams officer
Use of adaptive technologies to support students with their learning needs (e.g. putting a filter on their ipad screen).	SENCOs, Leadership team, all staff	Ongoing	Ongoing	Continued exploration of how best to use iPads to support SEND students with their learning
<b>2. To meet the needs of all SEND and disabled students (Equality Act 2010).</b>				
SEND audits are conducted and information is updated, which includes staff, student, parent/carer and governor voice.	SENCOs, 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.	SENCOs, 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 SEND register students (these passport reviews may be with SENCOS but also with Strategic Leads, at parents evenings with teachers, or with pastoral staff).	EHCP – yearly annual 3x yearly – all SEND students

All students identified with SEND have a personalised passport explaining to staff what reasonable adjustments are needed.	SENCOs, SEND team	Time to produce.	Ongoing	Ongoing
Staff utilise passports and produce (and regularly update) annotated seating plans which indicate their route around the room, supporting SEND and vulnerable students.	SENCOs, 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.	SENCOs, 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.	DSLs, 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.	SENCOs, 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.	SENCOs, 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	SENCOs, 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
<b>3. Improved access to the external and internal environment of the school.</b>				
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.	SENCOs, Leadership team			
Ensure Wilson lift is maintained regularly, and students who need it have access.	Maintenance team, SENCOs, 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,