



# SPRINGWELL COMMUNITY COLLEGE

## Accessibility Plan 2015 – 2018

1. IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
Target / Action	Timescale		Personnel	Resources
	Start	Finish		
1.1 To promote the use and understanding of resources for Hearing and Visually Impaired students. <ul style="list-style-type: none"> <li>• Consultation and advice from HI and VI teachers</li> <li>• Training for staff as appropriate</li> </ul>	September 2015	August 2016	MTH	Staff time (Inset)
1.2 To ensure display around college is appropriate to students with sensory issues/ASD <ul style="list-style-type: none"> <li>• Avoid cluttered display, particularly surrounding college signage (for example, emergency exit signs)</li> </ul>		On-going	Curric. Assists CGB	None
1.3 To ensure all ICT in college is maintained appropriately to students with sensory issues <ul style="list-style-type: none"> <li>• Avoid low level humming of ICT in all rooms</li> <li>• Train students to use enhanced resources available (eg enlarged size screen view).</li> </ul>	September 2015	December 2016	CGB /TF	None Dell (ICT); Mitie (FM) to solve
1.4 To ensure all TA's have annual training of the Evac-chair apparatus		September INSET day	CGB/MTH	Staff time (INSET)
Success Criteria				

- Students report better hearing conditions in termly meetings with HI teacher
- Statistics to demonstrate that SEN students are at no greater risk in emergency evacuations

## 2. IMPROVING ACCESS TO THE CURRICULUM

Target / Action	Timescale		Personnel	Resources
	Start	Finish		
2.1 To increase staff awareness of the needs of prioritised disabled students in order to differentiate accordingly <ul style="list-style-type: none"> <li>• Produce information sheets giving advice and strategies on:               <ul style="list-style-type: none"> <li>- Hydrocephalus</li> <li>- Foetal Alcohol Syndrome</li> <li>- Auditory Processing Disorder</li> <li>- DiGeorge Syndrome</li> <li>- Charcot—Marie Tooth</li> </ul> </li> </ul>	September 2015	January 2017	MTH	Minimal Photocopying. Electronic files available
2.2 To increase staff awareness of a range of disabilities (Inform and Refresh) <ul style="list-style-type: none"> <li>• Maintain a rolling programme of INSET to raise awareness/improve knowledge of the range of disabilities at Springwell, including: ADHD, Autistic Spectrum Disorder, Cerebral Palsy, Hearing Impairment, Visual Impairment, Neurofibromatosis, Foetal Alcohol Syndrome, OCD, ODD, Global Development Delay, Dyslexia, Dyspraxia, Dyscalculia, Charcot-Marie Tooth, Selective Mutism, Speech Language and Cognition Difficulties, Epilepsy, Diabetes, Di George Syndrome</li> </ul>	September 2015	September 2018	MTH	Staff Time (INSET)
2.3 To develop and review the alternative learning pathways for KS4, in conjunction with SBI, to ensure that the needs of all SEN learners are fully met through an appropriate curriculum <ul style="list-style-type: none"> <li>• Review pilot programme (2015-16) and take action to improve areas of identified weakness and promote new opportunities.</li> </ul>	April 2016	July 2018	MTH, SBI	None
<b>Success Criteria</b>				
<ul style="list-style-type: none"> <li>• Whole college approach to students with additional needs are consistently met</li> <li>• Measured increase in student attainment</li> </ul>				

3. IMPROVING ACCESS TO INFORMATION				
Target / Action	Timescale		Personnel	Resources
	Start	Finish		
3.1 To provide support for parents/carers with access to the 'Parent Gateway' <ul style="list-style-type: none"> <li>• Monitor and support the availability of ICT (college access/hire)</li> <li>• Provide translation guides for those with English Speakers of Other Languages (ESOL)</li> <li>• Provide individual support for those with Learning Difficulties</li> </ul>		On-going	MTH, SBI, TF	Laptop loan, Translation Services (Russian, Polish, Mandarin), Staff time (training)
3.2 To provide upon request translated simply worded leaflets to explain school documents/policies.		On-going	SLT	
Success Criteria				
<ul style="list-style-type: none"> <li>• Increased uptake of Parental Gateway</li> <li>• Increased participation from parents</li> </ul>				