



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

ACCESSIBILITY PLAN



DOCUMENT CONTROL

This document has been approved for operation within:	Pleckgate High School
Date effective from	December 2024
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Review period	3 year



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Policy

- All pupils have equal access to an appropriate curriculum and enjoy all aspects of school life, regardless of any learning, physical or social disability.
- All pupils have the opportunity to fulfil their potential and appropriate provision will be in place to meet the diverse needs of all learners.
- Pleckgate must ensure pupils' physical needs are accommodated.
- Pleckgate has the responsibility to ensure all staff are fully aware of pupils' physical needs and how these needs should be addressed. Pupils on the SEND register are provided with Pupil Passports, containing personalised support strategies.
- All pupils have the right to access emotional support and receive appropriate professional guidance to achieve equality of opportunity.

Practice

Learning - Pleckgate must:

- Ensure appropriate provision is in place to meet the diverse needs of all learners.
- Ensure the early identification of pupil needs through liaison with feeder primary schools; analysis of KS2 data; reading and writing comprehensions; CAT tests and subject benchmarking to identify pupil strengths and weaknesses.
- Subject leaders will plan the curriculum to carefully engineer success for everyone, regardless of their starting point.
- Teachers will deliver high quality teaching by skilfully breaking down new learning into manageable chunks. This ensures that the delivery and activities in lessons supports pupils to remember the 'most important' knowledge to move forward in their learning.
- Provide effective provision to support all pupils making good progress through in-class support, small set teaching and relevant interventions when required.
- Provide access to a range of courses (entry level, BTEC, GCSE, Life Skills) to suit pupil need.

Physical - Pleckgate must:

- Ensure physical difficulties are not a barrier to pupils' learning, social interaction, safety or health and well-being.
- Ensure all teaching assistants supporting pupils with physical difficulties have had appropriate training that is up to date.
- Adopt operational practices that support movement around school and essential daily routines for pupils with physical needs.
- If necessary, adapt the timetable and curriculum to ensure pupils have full access to a personalised learning programme.
- Ensure accurate records are kept monitoring progress, effect movement within the graduated response set out in the Code of Practice, and continually improve provision for pupils with physical disabilities.
- Monitor Health Care Plans for EHCP /IPRA pupils.
- Regularly review and communicate pupil progress to teachers, pupils, their parents/carers and other involved parties as appropriate.



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- Liaise with outside agencies and disseminate information with relevant staff, parents/carers and pupils.
- Liaise with and advise fellow teachers; provide training on physical disability issues.



Social- Pleckgate must:

- Provide opportunities for pupils to access appropriate guidance, advice and support on a diverse range of issues including social, emotional, health, financial and wellbeing.
- Ensure pupils receive appropriate and timely advice and guidance through a well-structured personal development curriculum (including PSHE, RSE and CEIAG guidance).
- Provide further support for identified pupils such as pastoral support, ELSA or MHST
- Monitor and regularly review the programmes and support given to pupils via Learning and Pastoral Support Officers (LPSOs).
- Provide LPSOs for vulnerable Year 11 pupils.
- Liaise with the Blackburn with Darwen SEND Support Team to provide guidance, advice and strategies to support staff and parents/carers.

Monitoring

Responsibility for monitoring this policy lies with:

The Deputy Head Teacher	for	Curriculum
The Assistant Head Teacher	for	PSHE
The SENCO	for	pupil identification, support and monitoring

This is achieved by:

- Monitoring the curriculum and courses for pupils.
- Monitoring and reviewing individual pupil timetables for identified pupils as necessary.
- Issuing the Learning Support Register to all staff; updating regularly and sharing information with staff through the weekly Headteacher's bulletin.
- Updating Pupil Passports and sharing all pupil information through the school provision map, accessible to all staff.
- Conducting statutory annual reviews for EHCP and IPRA pupils.
- Acting upon causes for concern and referrals from teaching staff.
- Drawing up, implementing and evaluating Health Care Plans for pupils with statements and IPRA's.
- Allocating support to lessons and evaluating its effectiveness through quality assurance including teacher feedback, observations and pupil progress.
- Issuing pupil feedback forms to teachers, interventions and TAs prior to reviews.
- Monitoring progress in interventions by observations, oversight of assessments and analysis of pupil work and outcomes.
- Monitoring and reviewing the enjoyment and impact of PSHE, SRE and CEIAG through pupil voice and pupil response to issues.

The Senior Leadership Team.

- Will liaise regularly with the SENCO regarding whole school issues such as teaching and learning, staffing needs and applying the Accessibility Plan.