

Accessibility Plan

March 2017

At Ash Hill Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

We aim to:

- ensure all students have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to individual needs and abilities
- ensure the identification of students with SEN provision as early as possible
- ensure parents of SEN students are kept fully informed of their child's progress and attainment
- ensure that SEN students are involved, where ever possible, in decisions affecting their provision.

Support available for students with SEN

- Our aim is to ensure that all students have access to high quality differentiated classroom teaching. Staff are provided with the necessary information to deliver this however to enable some students to make expected progress, they may benefit from access to additional support or resources. This is reviewed regularly to make sure the most effective support is in place bespoke to individual needs.
- At Ash Hill we have a range of resources and interventions available to support SEN students according to their need. Some students will benefit from additional classroom support provided by a Teaching Assistant (TA). The role of the TA is to support the student to access learning as independently as possible and make progress. For other students the support may take the form of more specific focused interventions such as literacy programmes in small groups, one to one tuition or social/life skills sessions.
- For some student's physical resources may be needed to enable them to access the curriculum. These resources often take the form of specialist equipment and are usually accessed with the support of specialist outside agencies.

Approaches to teaching children and young people with SEN and how adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

- All teachers at Ash Hill are teachers of SEN. Lessons are differentiated and made accessible for all students by using a range of strategies including the use of different resources and tasks. Additional adults may also be utilised within the classroom.

- Specific adaptations can also be made where appropriate and necessary. For example, with specialist support from the SpED Team work can be converted into Braille.
- All young people who have SEN will develop a learning profile that indicates their individual need and provide recommendations on how best to support them.
- When students enter Ash Hill in Y7 staff are issued with information regarding student's educational needs and disabilities.
- At the beginning of each academic year staff have access to class lists and information that clearly indicate any students with additional needs. Further to this, staff have electronic access to tips and strategies for differentiating the curriculum for students identified as having additional needs.
- Training opportunities are offered to all staff on specific issues such as ASD, Attachment Disorder, Hearing impairment etc.

How Ash Hill makes the physical environment accessible to students with SEND

- The school site has lifts to first floors. It also has ramps allowing wheelchair access.
- Accessible toilet facilities are available together with a Hygiene Suite in the Da Vinci building
- During the school day some students can be met in the morning and supported during form period where necessary. Also, if necessary, students may be supported during transition times.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

- Ash Hill works alongside a number of agencies and organisations to provide services to students with SEN. These include:
 - The Special Educational Needs Team (SpED) that includes the Hearing Impairment (HI) team, the Visual Impairment (VI) team, the Physical Disabilities (PD) team and the ASD team
 - Occupational Therapists
 - Physiotherapists
 - Educational Psychologists
 - School Nurse
 - Children and Adolescent Mental Health Service (CAMHS)
 - Integrated family Support Service (IFSS)
 - Educational Welfare
 - Speech and Language Service