



MERCHANT TAYLORS'
OXFORDSHIRE
ACADEMY TRUST



ACCESSIBILITY ACTION PLAN

Version 1.0

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*Wellbeing
Committee*

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This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. AIM: Increase Access to the Curriculum for Pupils with a Disability

Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
The curriculum is reviewed regularly to ensure it meets the needs of all pupils.	Review of literacy provision.	Whole school literacy lead appointed Term 4 2023-2024.	SLT / literacy lead	Sept 2024	Students (particularly SEND) are making greater progress with literacy levels.
	Continued development of curriculum options at KS3.	Enhanced pathway (for Y7 students with significant cognition and learning needs) established January 2024. Ongoing review as to students eligible for the pathway as it develops.	SLT / SEN	Ongoing	Progress of students in the pathway to be accelerated in comparison to students with similar profiles from previous year groups without this provision.
		Continued academic and pastoral focus with feeder primary schools around Y6-Y7 transition. Increasing links between primary schools and curriculum areas to map the KS3 offer in all areas.	SLT / HOY rising Y7 / SEN CTLs / CCOs	Ongoing Sept 2024	Continued robust transition including detailed knowledge of key student needs prior to starting in Y7.

	Student feedback at KS3 review to make the progress of all students clearer to students and families.	SLT / CTLs	Sept 2024	Continued review of the way in which data / progress information is shared with students and home to ensure it is as impactful as possible.
Continued development of curriculum options at KS4	Small group and 1:1 meetings for all students relating to Y9 into Y10 options. Working group looking at the continued longer term inclusive curriculum planning.	HOY 9 / SLT SLT / SEN	Ongoing Ongoing	Students follow appropriate and meaningful pathways at KS4.
Continued development of curriculum options at KS5	Regular review of course entry requirements to KS5. Broad curriculum offer including the Y12 access course allows any student to remain at Wallingford School post-16.	SLT / sixth form team	Ongoing	Students follow appropriate and meaningful pathways at KS5.

	Ensure there is a fairer representation of disability in the curriculum.	Curriculum areas / PSHE lead to review their curricula to explore opportunities to include examples of people with disabilities. Talks/assemblies from physically impaired people/people with disabilities. Tutor time activities.	SLT / PSHE lead	Ongoing	Students have a greater awareness of disability in the wider world.
Pupils with a disability have a pupil passport with suggested strategies to support learning and inclusion which are regularly updated and shared with staff.	Staff meet regularly to upskill their knowledge and understanding of specific student issues that may be causing a barrier to learning.	Regular staff student-focussed pastoral / T&L briefings / planned staff meetings / INSET time. Bespoke training opportunities with outside agencies planned when the need arises (e.g. physical disability team / hearing impairment team / visual impairment team).	SENDCo /SLT SENDCo /SLT	Ongoing Ongoing	Students' needs are recognised with strategies in place to remove any barriers to learning.
	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	Performance management and further professional development needs identified through whole school monitoring cycle.	All staff / CTLs and CCOs	Ongoing	Staff are confident at using suggested strategies on pupil passports. Students benefit from an adapted delivery of curriculum appropriate to needs.

	<p>Students are seated in classrooms in line with their profile.</p> <p>Succession planning in place for every specialist role within SEN team so that we will always have the expertise required within the team despite changes to staff.</p>	<p>Learning walks include SEND profile monitoring</p> <p>TAs and teachers obtain feedback from students regarding seating plans</p> <p>Provide structured training and CPD opportunities for current TAs.</p>	<p>All staff / CTLs and CCOs</p> <p>SENDCo / SLT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students continue to have access to high quality provision</p>
<p>Tailored resources for pupils who require support to access the curriculum. Includes regular input from Physical Disability Team, SENSS and CAMHS</p>	<p>Tailored resources ensures that all students can access the curriculum.</p>	<p>Recommendations from OT, PD Team and Physio services are actioned.</p> <p>Alternative and adapted equipment to be purchased if necessary.</p> <p>TA and student training where required for assistive technology</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Students continue to have access to high quality provision</p>

<p>Reward systems are in place at KS3, KS4 and KS5. Student achievement is recognised and celebrated.</p>	<p>All students feel reassured regarding the progress that they are making and where they need to go next.</p>	<p>Student achievement celebrated through:</p> <ul style="list-style-type: none"> - House points system and associated assemblies / tutor times / certificates - WOW awards - Postcards / phonecalls / emails home - STARS system - Celebration evenings - Founders Day 	<p>HOH / Tutors</p>	<p>Ongoing</p>	<p>Students feel they are successful and their achievements are recognised</p>
<p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ensure targets are appropriate for students with additional needs.</p> <p>Ensure targets are appropriate for each new Year 7 cohort.</p>	<p>Explore whether adjustments need to be made for students on the SEND register – different rate/speed of progress.</p> <p>Regular use of baseline testing such as CATS.</p> <p>Enhanced transition work completed for students with physical disabilities during Y6 transition phase (and in some cases earlier).</p>	<p>SENDCo / data manager / SLT</p>	<p>Ongoing</p> <p>Term 1 each year</p>	<p>Students have aspirational, but realistic, targets which reflect progress being made.</p>

2. Aim: Improve and Maintain Access to the Physical Environment

Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
<p>Significant – and ongoing – adaptations have been made to the school site when needed, including:</p> <ul style="list-style-type: none"> • Additional ramps • Additional disabled toilets in new block • Additional power-assisted doors in new block / K-block • Equipment includes hoist, height-adjustable chairs, tables and cooking hobs • Line painting around school site for student with visual impairment 	<p>Increase the number of automated doorways for students who would ordinarily rely on a member of staff to open doors.</p> <p>Ongoing repair and maintenance of lifts across all buildings.</p> <p>Ongoing furniture and equipment is selected, charged, adjusted and located appropriately in line with PD consultation.</p>	<p>Continue to liaise with PD team and LA regarding site accessibility. Continue to review push-pad doors / lift maintenance and repair schedule (re-rooming of students where access to upstairs classrooms is not possible).</p> <p>Prior to admittance of a pupil with a disability or impairment we continue to ensure surveys and risk assessments are carried out. When required, steps are taken by school to make reasonable adjustments to avoid placing students at substantial disadvantage by the physical features of the premises.</p> <p>Actions implemented as identified on individual surveys, risk assessments, or from the annual review documentation of a student with a physical disability.</p>	<p>SENDCo / site manager / SLT / cover team</p>	<p>Ongoing</p>	<p>The ground floor of the school site is accessible to all students.</p> <p>Where push pads are not in use ,1:1 TA to support students with opening doors.</p> <p>Where upstairs rooms are not accessible class to be relocated to a ground floor room instead.</p>

<p>Prior to admittance of a pupil with a disability or impairment we continue to ensure surveys and risk assessments are carried out and, when appropriate, actions are implemented to ensure that the school is accessible.</p>	<p>To review timetables for identified pupils to ensure they are accessible both in size and positioning. When appropriate, room changes from upstairs to the ground floor to ensure curriculum access.</p>	<p>Staff are informed of all students with mobility issues and create a suitable timetable to meet their need.</p>	<p>SENDCo / SLT</p>	<p>Ongoing</p>	<p>All identified students are timetabled in appropriate classrooms to meet their needs.</p>
<p>Personal evacuation plans are in place for identified vulnerable students.</p>	<p>All students can evacuate safely and in line with their wishes.</p>	<p>PEEPs are up to date and reviewed regularly. PEEPs are shared with key staff.</p>	<p>SENDCo</p>	<p>Updated annually</p>	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p>
<p>A variety of extracurricular activities are offered, both at lunchtimes and after school.</p>	<p>All students can access extra-curricular activities.</p>	<p>All clubs/workshops/clinics should be either downstairs and accessible for all students or moved to a downstairs space where necessary.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>All students are able to participate in extracurricular activities.</p>

3. Aim: Improve the Delivery of Information to Pupils with a Disability

Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Transition booklet for vulnerable/SEND Year 6 students.	Annual review of transition booklet (Social Story) for Year 6 students going to Wallingford.	Update information and photos.	SENDCo	Annually Term 5/6 for enhanced transition	Students have a visual representation of key information to aid transition; this includes classrooms and key members of staff.
External agency advice is sought as appropriate to ensure information is accessible for all students, this could include: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	When appropriate, close liaison with PD Team – SENSS to ensure information is accessible.	Ensure consideration and appropriate assessments have been made for any new student joining the school.	SENDCo	Ongoing	Information is accessible to all students.

<p>Appropriate resources/materials are provided for exams and assessments.</p>	<p>Students are granted exam concessions as appropriate. Staff have access to the information about students requiring exam and test concessions, and this information is regularly updated.</p>	<p>Exam concession assessments to take place on a regular basis.</p>	<p>SEN team / exams officer / exam concessions assessor</p>	<p>Ongoing</p>	<p>All students have the correct exam concessions as identified by exam concession assessments.</p>
<p>Information is provided to all parents and students in an appropriate form (including during parental meetings).</p>	<p>Letters/emails/messages/reports need to be accessible for students and parents.</p>	<p>Communication review completed 2023 and resulting actions ongoing.</p> <p>Ensure all 'educational jargon' is explained or kept to a minimum.</p> <p>Tutors ensure that greater explanation is provided for any notices being delivered.</p>	<p>SLT</p> <p>All staff</p>	<p>Ongoing</p>	<p>Information and communication from school is understood by all stakeholders.</p>
<p>Residential trips and educational visits take place throughout the year.</p>	<p>Students and parents have the necessary information about access to all residential/extra-curricular trips, and clear information on who to contact with any questions or concerns.</p>	<p>Trips added to school calendar.</p> <p>Clear and regular communication sent out about opportunities and any related deadlines.</p>	<p>SLT / trip leaders</p>	<p>Ongoing</p>	<p>All students to have equal access to extra-curricular opportunities.</p>