



Callington Community College

**Accessibility Plan  
September 2021**

## ACCESSIBILITY PLAN

	<b>Strategies</b>	<b>Outcomes</b>	<b>Resources</b>	<b>Staff Responsible</b>
<b>1. Increase the extent to which disabled students can participate in the whole schools' curriculums.</b>	Student ILPs are regularly updated to help teaching staff apply appropriate strategies and provision for students with individual needs. (e.g.: sitting close to the classroom door, handouts with enlarged font, reduced copying from the board).	To enable staff to effectively differentiate for the physical needs of our students.	ILPs on SIMS. Advice from external professionals as appropriate. SEND chromebooks and Immersive Reader function. Colored overlays and reading rulers. CPD for staff on teaching strategies for different areas of need.	SENDCo Assistant SENDCo Teachers Teaching Assistants
	To work closely with external agencies (Cornwall advisory teachers, Health) and follow any recommendations from their reports.	To enable staff to effectively differentiate for the physical needs of our students.	Professionals reports ILPs	SENDCo Assistant SENDCo Cornwall Advisory Service
	Staff are given regular training on medical conditions (diabetes, asthma, allergies, cystic fibrosis). All students with a medical condition have an individual health care plan which is reviewed regularly.	All staff are aware of medical conditions within the school and know how and where to access information. Secure communication between health, parent/carers and school.	School Nurse NHS Professionals	Duncan Newman

	Students with an EHCP and those on the SEND register will have supported transition at point of entry in Year 6 and point of exit in Year 11 or Year 13.	To ensure needs are accurately identified and addressed and a supported and enhanced transition provided.	Careers South West Links with feeder primary schools, post 16 providers and leaver's destinations.	SENDCo Assistant SENDCo Heads of Year 7, 11 and 6 <sup>th</sup> form
	Students on the SEND register are monitored regularly with three formal review points a year.	To ensure secure communication between parent/carers and school.	ILP templates	SENDCo Assistant SENDCo
<b>2. Improving the availability of accessible information to students with disabilities</b>	Students receive information in a format that is accessible to their needs and can read and record effectively.	All students can record their work accurately.	Students have access to touch typing interventions. Laptops/chromebook available for use in school for scribing. Immersive Reader programme available for reading support.	SENDCo Assistant SENDCo Teachers Teaching Assistants
	Key Stage 4 students have exam access arrangements in place.	Students and teachers have clear processes to evidence what is the normal way of working.	Exam Access Arrangements in place for students in Y10 or above.	SENDCo Exams Officer Teaching Assistants IT Support
	Dyslexia friendly resources are used.	Dyslexic students have access to appropriate resources to access their learning.	Coloured overlays, paper and reading rulers.	SENDCo Assistant SENDCo All teachers

	ILPs are available to help staff differentiate appropriately.	To enable staff to effectively differentiate for the needs of all students.	ILP templates	SENDCo Assistant SENDCo All teachers
	Literacy Interventions are run for students with the highest area of need	Students will make progress from their initial baseline assessment data and be able to apply their literacy skills in the wider classroom.	Lexia Individual and Group Reading Support	Deputy Principal Curriculum Curriculum Lead English SENDCO Teachers
	Monitoring of sanctions to ensure they are not a result of unmet needs.	Close monitoring of SEND students via behavior data to identify the cause of the behavior and put appropriate support in place to address any unmet needs.	Behaviour Data Educational Psychologist time.	Behaviour Team Pastoral Teams SENDCo Assistant SENDCo
<b>3. Improving the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.</b>	Students to be supported where recommendations have been made by Occupational Therapy.	Students will be able to access toileting support, physiotherapy recommendations, a differentiated PE curriculum, writing slopes and pen grips. Students can also use coloured paper and coloured overlays for reading.	Writing slopes, pen grips, coloured overlays and paper.	SENDCo Assistant SENDCo Teachers Teaching Assistants

	Students are not unfairly disadvantaged in their exams.	Adjustments to physical environment to be considered as part of exam access arrangements, in line with JCQ guidelines.	Separate room, additional invigilators and other arrangements as required.	SENDCo Exams Officer Teaching Assistants IT Support
	Students can access all of their lessons on the school's site.	Timetables are reviewed to ensure accessibility across the site: relocating lessons, using lifts, providing ramps, personalised seating etc.	Lift keys, ramps, personalised seating arrangements.	SENDCo Business Manager Time-tabling coordinator

S Banfield

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