

Cockshut Hill School Accessibility Plan – Jan 2024 – Jan 2027

Key Objectives	Established Practice	Actions	By Whom	When
<p>Increasing curriculum access for all pupils.</p>				
<p>School practitioners receive ongoing training in making their curriculum offer accessible to all pupils, and are aware of its importance.</p> <p>Summit Learning Trust will continue to seek and follow the advice of Local Authority services, such as those provided from Birmingham’s Access 2 Education (A2E) and of appropriate health professionals from the local NHS Trusts.</p> <p>It also covers the provision of specialist aids and equipment,</p>	<p>All learners are able to participate in external visits.</p> <p>SEND attendance to after school clubs is monitored and remains high.</p> <p>Learners who struggle with change to routine or cover teaching are able to access support through the inclusion department. This may be working away from the classroom when their regular teacher is absent or daily run throughs of their day to prepare for any changes to the routine.</p> <p>Retrieval practice is embedded into curricula alongside other metacognitive strategies to help to retain and use prior learning.</p>	<p>Curriculum planning is reviewed internally and where appropriate in collaboration with our secondary colleagues across the MAT to ensure from intent to implementation the outcomes are being met – this is an ongoing cycle of MER.</p> <p>Staff in English and Maths Departments to have refresher training of the Birmingham toolkits (continuums) in order to use these alongside the Summit Learning Trust Trackers to record incremental steps of progress made by</p>	<p>SLT Curriculum Leads Lead Practitioners.</p> <p>Curriculum Leads. Literacy Lead SENDCo</p>	<p>Ongoing. Curriculum Conferences throughout the year.</p> <p>Maths – 6th Feb 2024. ENG – TBC</p> <p>Monitoring alongside the assessment cycle</p> <p>Via departmental</p>

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<p>which may assist pupils with SEN/D in accessing the curriculum.</p> <p>Accessibility planning and reasonable adjustments also cover teaching and learning expectations and wider curriculum access including; participation in after school clubs, leisure and cultural activities, school events and externals visits for learners with SEND.</p>	<p>In key stage 3 and 4 pupils are grouped on a discrete higher ability basis (in core) with a further 3 mixed ability groups. This model has been adopted to appropriately stretch, challenge and support all learners.</p> <p>At KS4 options are all taught in mixed ability.</p> <p>Uptake of extra curricula activities from SEND learners is tracked and is good.</p> <p>Breakfast, break and lunch provision is well attended by those needing a quieter space for unstructured time.</p> <p>Achievement Leads highlight underachieving SEND learners in their data analysis documents to aid subject teachers to target individual learners on their CIDs.</p>	<p>learners working below ARE.</p> <p>The continuum data is used to ensure the progress of learners is captured from their starting point and set meaningful targets for progression alongside the need for the support from Pupil Support Service. (PSS)</p> <p>Ensure that option pathways are appropriate for new cohorts .</p> <p>Recommendations from outside agency specialists to be implemented as guided and regularly reviewed so that evidence in support of the graduated approach can be robustly</p>	<p>SLT Curriculum Leads</p> <p>SENDCo Curriculum Leads Class teachers</p>	<p>planning sessions</p> <p>Spring / Summer term annually.</p> <p>Ongoing and to be shared at</p>
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	<p>All staff are expected to be able to use SISRA to shape their planning and support for underachieving learners.</p> <p>Learners with visual stress are provided with coloured books and overlays.</p>	<p>ascertained.</p> <p>The use of ICT as a recording device to be more robustly monitored.</p> <p>Training for staff and learners on using one note to record work on laptops.</p> <p>Further opportunity for staff training on SISRA and using data to inform planning following data drops.</p> <p>JCQ Exam Arrangements assessment course to be</p>	<p>SENDCo Curriculum Leaders</p>	<p>SSPP review meetings EHCP review meetings TAC meetings</p> <p>Ongoing</p>
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		<p>completed to allow in house assessment.</p> <p>Leaders to continue to ensure professional learning is effectively enhancing classroom practice thereby increasing curriculum access and subsequent achievement for all learners</p>	<p>SLT in charge of assessment. Curriculum Leads</p> <p>1x project</p> <p>SLT in charge of CPD.</p>	<p>Ongoing following data drops.</p> <p>To be completed by early 2025.</p> <p>Ongoing</p>
<p>Improving the physical environment so that all students and other users can take better advantage of the educational facilities and services available.</p>				

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<p>The school will take into account the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, equipment, and greater accessible facilities and fittings.</p>	<p>Reasonable timetabling / changing facilities adjustments to be made on an individual needs basis to maximise participation, inclusion whilst maintaining safety.</p> <p>Accessibility Audit in July 2023.</p> <p>Sensory room including a sensory den used to help regulation of learners with sensory differences.</p>	<p>Timetabling / Reasonable Adjustments to have clear criteria for need and timeframe if applicable.</p> <p>Use of sensory equipment to be monitored and tracked more robustly to ensure the right equipment is sought for the needs of learners.</p>	<p>SENDCo School Nurse SLT</p> <p>Inclusion team</p>	<p>Ongoing</p> <p>Termly</p>
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Improving the availability of accessible information.				
Improving the quality and delivery of written and auditory information to learners, staff, parents/carers and visitors.	<p>The following channels of communication are used to communicate with Parents / Carers regarding their child and school events.</p> <p>Reciprocal telephone contact Enquiry email address</p> <p>Send email address.</p> <p>Twitter page – regularly updated.</p> <p>Weekly headteacher newsletters sent out via email.</p>	<p>Develop use of AI to aid communication in different languages.</p> <p>Language audit of staff</p> <p>Signage around school to incorporate visuals for EAL / Low literacy learners</p> <p>Widgit subscription to facilitate visual timetable and sign creation</p>	<p>SLT links</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>To be renewed annually</p>

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	<p>Front of house – main office staffed from 8:00 – 4:00</p> <p>Executive team phone from 4:00 – 5:00 for emergency contact.</p> <p>Messages through Arbor App (behave like text messages)</p> <p>Emails direct from staff.</p> <p>New website design makes key information easier to find.</p> <p>Staff use the following methods to improve the quality of delivery of information to learners:</p> <p>Picture / visual timetables (if required)</p> <p>Photographs to support transition</p> <p>Dual coding strategies</p>			
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	<p>Concrete examples / manipulatives</p> <p>Modelling through demonstrations, visualisers, language modification</p> <p>Scaffolding to support verbal and written responses i.e. sentence starters, fill in missing blank, matching tasks, synonyms, templates (individual basis)</p> <p>Task boards</p> <p>Enlarged text</p> <p>Dyslexia friendly font</p> <p>Reading pens / Immersive reader on laptop</p> <p>Conducive seating plans including pairings and group work</p>			
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	<p>Additional adults – to modify both written and verbal language (TAs / EAL support)</p> <p>Student voice – department and executive level.</p> <p>Strategies for EAL shared by EAL specialist.</p>			
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