



**Corley Centre**

## **ACCESSIBILITY PLAN 2015 - 2018**

The vast majority of students attending Corley Centre have a diagnosis of Autism. This must be taken into account when reviewing and implementing all policy procedures.

This policy will be reviewed by the Governing Body every three years.

The policy was reviewed and agreed by the Governing Body on 25<sup>th</sup> March 2015.

It is due for review Spring Term 2018.

## Corley Centre Accessibility Plan 2015 - 2018

Corley Centre is committed to providing an environment which:

- Values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs
- Challenges attitudes about disability and accessibility within a culture of awareness, tolerance and inclusion
- Has high expectations and aspirations for all students
- Plans for and supports students' autism needs

The school is committed to making reasonable adjustments to allow all students to access educational provision.

The school plans to increase the accessibility of provision for all students, staff and visitors in the following areas:

- Increase the extent to which all students can access the school curriculum taking in account their SEND and autism.
- Increase the participation of all students in the life of the school and within the wider community
- Improve the physical environment of the school
- Ensure effective communication between the school and students, parents and carers, and the wider community

As a school, we are committed to listening to the opinion of anyone who has difficulties in accessing what our school has to offer. Their needs and views will be taken into account in the provision we make. Our priorities will always be to provide for the needs of the students and adults already in school, and then to plan for those who will soon be joining us.

| AREA              | TARGETS   | STRATEGY  | LEAD PERSON  | TIME SCALE                     | PROGRESS AGAINST TARGET AT REVIEW DATE |
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| <b>CURRICULUM</b> | To ensure high quality autism education across all areas of the school.   | Staff self assess their ASD knowledge and skills using the AET Competency Framework to identify areas for individual and whole staff development.   | SENCO  | Reviewed twice yearly          |  |
|                   | To ensure ASD best practice teaching strategies are consistently used throughout the lesson to ensure students make progress at a rapid and sustained pace. | <ul style="list-style-type: none"> <li>• New staff induction: ASD Training Day</li> <li>• Peer Lesson Observations</li> <li>• School CPD Sessions</li> <li>• Teaching Over Time: Individual and whole staff strengths are shared and areas for development are identified and action required.               <ul style="list-style-type: none"> <li>○ Lesson Observations</li> <li>○ Learning Walks</li> <li>○ Work Scrutiny</li> </ul> </li> </ul> | SENCO<br><br>Deputy Head<br><br>Teaching and Learning Group<br><br>SLT | Timetabled throughout the year |  |
|                   | To ensure key teaching  | To ensure that:   | SENCO  | Ongoing                        |  |

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|  | <p>staff are trained to meet the particular curriculum needs of the main other disabilities that effect our students, namely ADHD, hearing and visual impairment, dyslexia and attachment difficulties.</p> <p>To ensure all staff are aware of students' individual needs and make accommodations within their lessons.</p> <p>To ensure students' individual needs are targeted through timely and appropriate intervention.</p> | <ul style="list-style-type: none"> <li>• Students' additional needs are recognised on admission to school</li> <li>• appropriate staff training is given</li> <li>• appropriate in-class provision is made.</li> </ul> <p>Pen Portraits circulated to all teaching staff upon a student's entry to the school.</p> <p>Provision Map of students available to all staff:</p> <ul style="list-style-type: none"> <li>• Strengths and interests</li> <li>• Areas of individual need</li> <li>• Previous and current target intervention</li> </ul> <p>Individual student's literacy needs and effective strategies are identified by all staff and circulated so that literacy is strengthened across the curriculum.</p> <p>Students' progress is monitored half-termly and targeted intervention provided for those students not making expected levels of progress.</p> | <p>SENCO</p> <p>English Leader</p> <p>Progress Managers<br/>HLTA<br/>[Intervention]</p> | <p>Ongoing</p> <p>To be introduced in 2015 and updated half-termly</p> <p>Start of year CPD session</p> <p>Reviewed half-termly</p> |  |
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|  | <p>To routinely use signs and symbols to guide learning.</p> <p>To increase the use of communication aids.</p> <p>To ensure student work is adapted effectively for every student and appropriate to their</p> | <p>Students' reading age [decoding and comprehension] are measured through routine annual assessment and those students falling below age-appropriate norms receive targeted literacy intervention.</p> <p>Visual symbols used in all lessons to alert students to the Personal Learning and Thinking Skills accessing in lessons.</p> <p>Communicate in print software used with images in lesson presentation.</p> <p>Full set of i-pads available to use in all lessons on loan basis.</p> <p>ICT 2 computer suite available on a booking basis for use of laptops during lessons.</p> <p>ICT 1 computer suite available to book at certain periods during the week.</p> <ul style="list-style-type: none"> <li>• Frameworks provided</li> <li>• Visual instructions</li> <li>• Chunked work</li> <li>• Differentiated activities</li> </ul> | <p>SENCO<br/>Deputy Head</p> <p>HLTA [Literacy intervention]<br/>English Leader</p> <p>All Teaching staff</p> <p>SENCO</p> <p>ICT Leader</p> <p>All Teaching Staff</p> | <p>Reading ages gathered annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |  |
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|                      | <p>specific learning difficulty.</p> <p>To ensure appropriate access arrangements during public examinations.</p>  | <p>All students in the school are considered for access arrangements in Year Ten.</p>  | <p>Deputy Head<br/>Qualified<br/>Access<br/>Assessor</p>  | <p>Ongoing</p>   |  |
| <b>PARTICIPATION</b> | <p>To ensure students are involved in important decisions which affect them within the school.</p> <p>To ensure all students have fair access to appropriate off-site and on-site activities including extended school ones.</p> <p>To increase the opportunity for learning</p> | <ul style="list-style-type: none"> <li>• School Council:<br/>All Mentor groups have elected representatives on the school council.</li> <li>• Student Baraza:<br/>All Mentor Houses meet every half term to discuss any issues raised by the students about the school. Senior Link staff reply to the issues raised and act on suggestions</li> </ul> <p>To provide for all students:</p> <ul style="list-style-type: none"> <li>• During and after school clubs to cover a wide range of interests and abilities</li> <li>• Involve outside agencies to provide after school activities: <ul style="list-style-type: none"> <li>○ Local horse-riding stables</li> <li>○ Coventry Football club</li> </ul> </li> <li>• Involvement in outside agencies during enrichment activities: <ul style="list-style-type: none"> <li>○ Local horse riding stables</li> </ul> </li> </ul> | <p>Deputy Head</p> <p>Senior Links</p> <p>Deputy Head</p> | <p>Elections at the start of every school year</p> <p>Half-termly</p> <p>Ongoing</p> |  |

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|  | <p>and leisure in the external environment.</p> <p>To ensure all students are able to access after school clubs.</p> <p>To make links with students with complex social and communication difficulties, schools and families within the local area.</p> | <ul style="list-style-type: none"> <li>○ Drama activities</li> <li>• Regular attendance at sporting events outside school</li> <li>• Regular attendance on educational visits</li> <li>• Whole-school Focus days</li> <li>• Widen the remit of Forest School</li> </ul> <p>The school provides minibus transport for students within Coventry to allow greater access to after school clubs – subject to available finances.</p> <p>Funding has been secured for two years [with a further one year possible] to provide an after school football club run by the Sky Blues. This will be made available to other secondary students in the local community with complex social and communication difficulties.</p> | <p>PE Leader</p> <p>Subject Leaders</p> <p>Deputy and Assistant Heads</p> <p>School Business Manager</p> <p>Deputy Head</p> | <p>Commence September 2015</p> <p>Club to commence April 2015</p> |  |
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| <p><b>PHYSICAL ACCESS</b></p> | <p>To ensure Corley Centre is accessible to all users.</p> <p>Continue to review and improve access to buildings, classrooms and corridors.</p> | <ul style="list-style-type: none"> <li>• A room is available which provides full access for meetings</li> <li>• Disabled toilet available</li> <li>• Designated disabled parking space</li> <li>• Yellow lines on stairs to guide students with impaired vision</li> <li>• Ear defenders available in all rooms</li> </ul> <p>All students have a risk assessment on entry to school and money is set aside to respond to individual needs.</p> <p>All new developments at the school, including remodelling and renovation, take recommended physical access regulations into account.</p> | <p>School Business Manager</p> <p>School Business Manager</p> | <p>In place</p> <p>Ongoing</p>   |  |
| <p><b>INFORMATION</b></p>     | <p>To maintain a comprehensive website.</p>   | <p>The school website is kept up to date to provide:</p> <ul style="list-style-type: none"> <li>• Essential information for students</li> <li>• Essential information for parents</li> <li>• Information for prospective parents</li> <li>• The school's mission statement and essential policies and procedures</li> <li>• An update of current and recent events and activities</li> </ul>  | <p>School Business Manager and ICT Leader</p>                 | <p>New website launched 2014 – 2015</p> <p>Update of content Ongoing</p> |  |



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|  | <p>To develop a website page for each subject area.</p> <p>To ensure effective communication between adults and students in the school.</p> <p>To ensure effective communication between school and parents.</p> | <p>To develop a website page for each subject that will provide easily accessible curriculum activities for students related to subject schemes of work and homework</p> <p>Students have scheduled meeting times with teachers:</p> <ul style="list-style-type: none"> <li>• Weekly meeting with Mentors to agree individual target for the week</li> <li>• Half-termly meetings with subject teachers to discuss progress and next steps in learning</li> <li>• Student planners sent home daily</li> <li>• Half-termly monitoring of student approach to learning and progress towards target grade sent home in KS4 and Post 16</li> <li>• Termly monitoring of student approach to learning and progress towards target grade sent home in KS3</li> <li>• Annual full academic report</li> <li>• Annual parent – subject teacher conference</li> <li>• Annual reviews of provision between SLT and parents</li> </ul> | <p>ICT leader</p> <p>Mentors</p> <p>All Teaching Staff</p> <p>Deputy Head Admin staff [Assessment and Reporting]</p> | <p>Process to commence 2015 – 2016</p> <p>Ongoing</p> <p>Ongoing</p> |  |
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