

Stepney Green Maths, Computing and Science College
Accessibility Action Plan September 2019

Time Scale	Objective	What	How	When	Name of responsible person	Success criteria
Short term	To ensure compliance with Disability Discrimination Act (DDA) 2010 and Code of Practice – revisit annually	All staff and governors to be aware of the plans and the impact of the plans	Staff meetings, governors meetings, training sessions, off site training for appropriate staff (providing feedback)	Ongoing	Asst Head for Inclusion, SENDCo, Premises manager	Whole school being knowledgeable about Code of Practice & DDA and complying with it
Short term	To improve availability of all written material in a range of alternative forms	School aware of need and compliance with national guidelines for accessibility	EAL families and students and parents with disabilities to be able to access the school and website	Ongoing	EAL dept, Learning Support Faculty, Asst Head for Inclusion, MAT	When all materials are accessible to stakeholders
Short term	To ensure all students have access to their curriculum offer and are supported appropriately so they can achieve the 5 positive outcomes of ECM	School aware of the range of needs and have staff trained adequately to meet those needs in classrooms each day	Pupil Voice Questionnaire	November 2019 and yearly	Learning Support Faculty, subject teachers, parents/carers, governors	Every student leaves SGMCSK having accessed a broad and balanced curriculum having made appropriate progress
Medium term	Improve the working environment for all members of SGMCSK community who have a sensory impairment.	Audit the provision in place now	Write a plan for change, costings and all H&S elements. Look at stairs, blinds, light in classrooms, colour of boards, paint in corridors, guidelines, textured surfaces, etc.	Audit July 2020 and yearly	Premises team, SENDCo, Assistant Head i/c H&S, all staff, LA Support for Learning team, & governors.	All students to have access to a full curriculum with all barriers to their progress removed
Medium term	Engage parents/carers fully to positively develop the school ethos with further engagement in community cohesion			ongoing	Stepney Partnership Assistant Head Teacher	Increased parent/carer engagement

Medium term	Contact all parents/carers and ask them if the school is accessible to them for meetings, shows, exhibitions & appointments		Academic review day Parents' meetings School newsletter	July 2019	Community Project Leader HOYs	Increased involvement
Medium term	Contact all parents/carers and ask them if they consider the school is accessible to their children for school journeys, activities and other interventions	Develop a central register	SEN inclusion register School newsletter	July 2019	HOYs SENDCO	
Medium term	Ask parents/carers if they have examples of when a student was treated less favourably than others due to a disability		Parents' Evenings	Ongoing	SENDCo and staff.	
Medium term	Ensure all support staff have a full understanding of the range of SEN and disabilities that effect the students they support @ SGMCSG to maximise the effectiveness of the support available.	Effectively meet the needs of all SEN students and those with additional disabilities to maximise their entitlement	Training to be given by School Nurse, Asst Head for Inclusion, SENDCo, EP & CAMHS	ongoing	School Nurse, Asst Head for Inclusion, SENDCo, EP & CAMHS, MAT	All staff to have a deeper and fuller understanding of how to meet the needs of identified students
Long term	Improve access to the whole site	To develop and plan for 100% accessibility to college site (ramps, lifts, hoists, many accessible disabled toilets, trained staff, suitable colours, appropriate light in rooms, accessible work and enhanced acoustics)	Meet premises management team, governors, Asst Head for Inclusion and finance directors and plan accordingly	Regular meetings with premises team and G4S	Head, governor (J.Shepherd), Asst Head for Inclusion, school staff, parent/carers and SENDCo	All students and other stakeholders to have 100% access to the college site
Long term	Improve provision for students with ADHD , autism, dyslexia, speech communication & other specific difficulties.	Develop staff knowledge and understanding of the associated difficulties	CAMHS training to whole staff & governors, training in smaller groups led by EP, parent/carers training to be offered led by EP & School Nurse	December 2020	All staff & governors to have a deeper understanding, knowledge and skills to successfully work and support all students with identified needs so they are more successful @ SGMCSG	Asst Head, SENDCo, CAMHS, School EP & School Nurse