

Accessibility Plan: South Dartmoor Community College

	Strategies	Outcomes	Resources	Staff Responsible
1. Increase the extent to which disabled students can participate in the whole schools' curriculums.	Students' Pupil Passports are regularly updated to help teaching staff apply appropriate strategies and provision for students with individual needs. (eg: 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.	Pupil Passports on Provision Map Advice from external professionals as appropriate. SEND laptops and Immersive Reader function. Colored overlays and reading rulers. CPD for staff on teaching strategies for different areas of need.	SENDCo Deputy SENDCo Teachers Teaching Assistants
	To work closely with external agencies (Devon Education Service 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. Pupil Passports.	SENDCo Devon Education 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.	First Aid Lead(s) SENDCo Dan Vile
	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 Deputy SENDCo Heads of Year
	Students on the SEND register are monitored regularly with three formal review points a year.	To ensure secure communication between parent/carers and school.	Pupil Passport templates.	SENDCo Deputy SENDCo

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2. Improving the availability of accessible information to students with disabilities	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 available for use in school for scribing. Immersive Reader programme available for reading support.	SENDCo Deputy 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 Y9 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 Deputy SENDCo All teachers
	Pupil Passports are available to help staff differentiate appropriately.	To enable staff to effectively differentiate for the needs of all students.	Pupil Passport templates.	SENDCo Deputy 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. Read Write Inc. Dyslexia friendly texts. Trugs.	Intervention Co-ordinator Head of 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.	Dan Vile SENDCo

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3. Improving the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.	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 Deputy 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 Time-tabling coordinator