



*Tomlinscote School
Sixth Form College*

A Specialist Language College

Access Plan

Policy Type:	Mandatory
Approved By:	Resources Committee
Effective From:	February 2017
Revision Date:	February 2019

TOMLINSCOTE SCHOOL

Access Plan January 2017 – December 2019

Information

Actions	Timescale	Outcomes	Team Resp
Collate teaching and learning strategies into overall Quality First Teaching handbook.	Jul-17	Work to be accessible for all.	All
To develop a whole school provision map to indicate level of support available.	Sept - 17	Students to receive appropriate level of support.	GJ
Maintain our fully accessible school website.	Ongoing	Good communication to all school users.	KD
School website to provide information to visitors in relation to access to buildings.	Ongoing	Potential school visitors are assured of the access arrangements.	KD
Monitor information provided by parent/carers about access needs both for themselves and their children on admittance to school, including health and SEND needs.	Ongoing	School responds appropriately in supporting parents and children.	JS/LE/SSO/HOY
Ensure all SEND students receive information, advice and guidance in order to access appropriate progression routes at 14, 16, 18.	Ongoing	Students supported in stage of their journey.	EF/All

Curriculum			
Actions	Timescale	Outcomes	Team Resp
Encourage inclusion of disability issues in all curriculum areas and in some parts of the curriculum in each year group.	Dec-17	Students can speak in an informed way about disability.	HOF/HOD/ HOY/ BF
Monitor differentiation in all lesson observations.	Dec-17	Evidence of differentiation clear to enable all learners to make progress.	JAT
Ensure high quality examination access arrangements in place.	Ongoing	Students supported to maximise their achievement.	LSD/RW
Record and monitor all incidents of bullying or harassment related to disability.	Ongoing	Actions taken to reduce such incidents.	HOY
Encourage and monitor participation of SEND students in school clubs and activities.	Ongoing	Students benefitting from participation.	All
Provide more opportunities for Student Voice for SEND students.	Ongoing	Students feel more valued.	HJR/All
Monitor all policies and procedures for their impact on the disabled.	Ongoing	Policies comply with inclusive principles.	All

Physical Environment			
Actions	Timescale	Outcomes	Team Resp
Continue to identify and prioritize equality of access to all areas of the school, initial areas to include LRC and C Block.	On-going	Students can access all required areas of school.	BL/AAP
Ensure all development plans contribute to full accessibility (eg hearing loops, automatic doors with wide opening, access to toilets).	On-going	Any plans to incorporate disability access.	BL/AAP
Establish SEND support arrangements for those students in need.	Ongoing	Interventions and strategies in place to support these students.	SENCo/HOY /SSO
Ensure good signage for visually impaired people.	Ongoing	Signage provided for clear directions.	BL/AAP
Use contrasting colours when painting.	Ongoing	Creates orientation for visually impaired.	BL/AAP
Hold regular training on use of EVAC Chairs.	On-going	Key people confident as to procedures.	BL/AAP
Investigate installing hearing loop to main school hall.	Jul-17	Hearing impaired supported.	BL/APP
Ensure all 'nosings' are clearly painted on external steps.	On-going	Steps clearly visible.	BL/APP