

Blackminster Middle School Accessibility Plan 2025-2028
Appendix. (reviewed every 3 years)



Improving the Physical Access			
Item	Activity	Date	Cost
Doors	Anti-glare film to be applied to the doors	On-going	
Staircases	Colour-contrasted handrails on staircases	Completed	
Provision of induction loops	Reception Hall B	July 2027	
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as money allows.	Ongoing	

Improving the Physical Access continued				
Target	Action	Outcome	Date	Impact
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements including through Performance Management	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	All professional Development days (PDDs) and L+T briefings.	Increase in access to the National Curriculum
	Review the specific needs for students living with SEND, in terms of basic daily living skills, relationships and future aspirations	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available	All professional Development days (PDDs) and L+T briefings.	Teachers and support staff better able to provide appropriate and relevant learning opportunities.
All out-of-school activities are accessible to all stakeholders and planned to ensure the participation of the whole range of students	Review all out-of-school activities and provision to ensure compliance with legislation	All out-of-school activities will be accessible to all and conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities students who are SEND.

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Improving the Curriculum Access				
Target	Action	Outcome	Date	Impact
Improve progress and attainment of students with SEND	e-learning scheme with appropriate software for learners	Improved access to the curriculum. Improved outcomes and progress for learners with SEND	Introduced September 2024	
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	Ongoing	Increase in access to curriculum and enrichment activities
Training raises awareness of SEND issues leading to improved provision	Provide training for governors, staff, students and parents. Audit perception of issues with staff to determine the current status of school	Whole School community aware of issues relating to access	All Professional Development Days (PDDs) and L+T briefings and Governor meetings	Society will benefit by a more inclusive school and social environment
	Subject leaders order necessary equipment to meet need, including new technologies	Students have full access to curriculum, including extra-curricular activities.	As necessary	ALL students meet or exceed expectations. Gap between actual and estimated progress/achievement rapidly closing.
	SLT audit provision for parents and other stakeholders to ensure support for parents for e-learning	Parents and other stakeholders have full access to the school in terms of the curriculum	Ongoing from September 2024	Parents better able to support their children as co-educators.

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Improving the Curriculum Access continued				
Target	Action	Outcome	Date	Impact
Learning and Teaching approaches ensure ALL students meet or exceed expectations	Lesson observations and learning walks focus on provision for SEND	Areas of strength shared. Areas for development identified and rectified	Ongoing	ALL students meet or exceed expectations. Gap between actual and estimated progress/achievements closing rapidly
	Data of students with SEND monitored to ensure students meet or exceed expectations	Students falling behind identified and supported. Reasons for students exceeding expectations identified and shared	On-going	

Improving the Delivery of the Written Information				
Target	Action	Outcome	Date	Impact
Availability of written material in alternative formats, including on-line	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled students improved
Review documentation with a view of ensuring accessibility for students with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customised materials	All school information available for all	Ongoing	Delivery of school information to students and parents with visual difficulties improved

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Admissions				
Target	Action	Outcome	Date	Impact
ALL students are admitted in line with LA guidelines	Ensure all admissions information is in line with LA guidelines and is communicated to parents/carers through a range of media	All stakeholders aware of guidelines. ALL students admitted regardless of race, SEND, culture	Immediately	Blackminster is a school serving its community and is truly inclusive

Identification, assessment and Monitoring				
Target	Action	Outcome	Date	Impact
Review referral process for Inclusion Lead to ensure that ALL students' needs are met	Subject/class teachers to ask for referrals and to pass to SENCo and Inclusion Manager	Constant monitoring, assessing of students to ensure needs at any given time are met.	Reviewed half-termly.	ALL students meet or exceed expectations. Gaps between actual and estimated progress narrow rapidly
	SENCo to update SEND lists and Provision Map every half-term	All students have needs met through appropriate and relevant intervention.	Reviewed half-termly	
	Impact of intervention measured using progress data; attendance; behaviour data. Accelerated Reader; phonics test scores etc	Data generated on what does and doesn't have positive impact on student progress and achievement.	Reviewed half-termly	

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Intervention through use of Pupil Premium				
Target	Action	Outcome	Date	Impact
Pupil Premium is used to implement intervention that has positive impact on students who are FSM/LAC/Forces	Sutton Report and work of Provision Map used to ensure interventions are fit for purpose provide value for money	Interventions known to have most impact as a result of meta-analysis of extended research.	Ongoing	Identified students meet or exceed expectations. Gap between actual and estimated progress rapidly closing
	Monitor impact of intervention on targeted students	School generates evidence for what does and doesn't work with identified students therefore insuring value for money	Ongoing	Identified students meet or exceed expectations. Gap between actual and estimated progress rapidly closing
	Communicate through website planned and actual interventions, costs and impact	Stakeholders aware of how and where Pupil Premium is spent and the impact on student achievement and progress	Annually – pupil premium statement	Identified students meet or exceed expectations. Gap between actual and estimated progress rapidly closing
	Monitor: progress reviews; attendance; behaviour data; safeguarding; whole school reports; in-house subject testing; parental comments; house points; enrichment involvement	Full value for money achieved with Pupil Premium funding used primarily to support students falling behind at whatever level (including G+T) and also supports mechanisms and process that have whole school impact	Termly and ongoing	Identified students meet or exceed expectations. Gap between actual and estimated progress rapidly closing

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Pastoral Approaches				
Target	Action	Outcome	Date	Impact
Tutors/School Leader (PFS) monitor and ensure students meet or exceed expectations	Monitor: progress reviews; attendance; behaviour data; safeguarding; whole school reports; in-house subject testing; parental comments; enrichment involvement	Heads of Faculty/School Leader aware of progress and achievement of vulnerable groups.	Termly and ongoing	Identified students meet or exceed expectations. Gap between actual and estimated progress rapidly closing.
Parents/Carers involved in the education of their children	Pastoral Leads/Tutors contact parents through phone/email/meetings to update parents on progress. Heads of English and Maths to provide subject specific support	The number/% of parents stating that they are involved in the education of their child or know how to support their child increases.	Termly and ongoing depending on need	Identified students meet or exceed expectations. Gap between actual and estimated progress rapidly closing.

Staffing, role of SENCo and TAs				
Target	Action	Outcome	Date	Impact
Improved progress and achievement of students with SEND	Audit role and practice of SENCo/TAs through Performance Management including lesson observation	Improved access to curriculum, and therefore progress and attainment or students with SEND	Ongoing	Identified students meet or exceed expectations Gap between actual and estimated progress rapidly closing

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	Provide relevant and appropriate CPD for Inclusion Lead and TAs	TAs have necessary knowledge, skills and understanding to ensure identified students develop the independence and resilience and prepared for the next stage of their education	Ongoing	Identified students meet or exceed expectations Gap between actual and estimated progress rapidly closing Identified students develop independence and resilience
	Access value for money in terms of TA provision	Students are appropriately supported and full value for money is achieved	Ongoing	Identified students meet or exceed expectations. Gap between actual and estimated progress rapidly closing

External Support and Partnerships				
Target	Action	Outcome	Date	Impact
Identified students supported by appropriate agencies and partnerships	Inclusion Lead generates and updates lists of all possible support and roles	All colleagues can easily identify appropriate provision and how to refer	Ongoing	Identified students meet or exceed expectations. Gap between actual and estimated progress rapidly closing.

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