

**THE BOARD OF GOVERNORS' ACCESSIBILITY PLAN 2019 – 2022**
**Legal Status:**

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

**Stanborough School Strategy:**

The Stanborough School strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

**Availability:**

This policy is made available to parents, staff on request from the School Office

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Board of Governors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The Special Needs and Disability Act 2001 refers to disabled students in a wide sense, including those with special educational needs and those with learning difficulties and disabilities. The Act obliges us not to treat disabled students less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education. The three-year plan supplements our disability policy and is in three sections, covering the following areas:

- The extent to which disabled students (including those with learning difficulties) can participate in the whole curriculum;
- Making written information accessible in a range of different ways for disabled students, where it is provided in writing for students who are not disabled;
- Proposed developments in physical access to education and associated services.

Date: January 2020

	
Kaz James Interim Headteacher	Judy Clements Chair of Governors

<b>Area</b>	<b>Significant improvements from 2020-2021</b>	<b>Areas for improvement for 2021-2022</b>
<b>Identifying needs</b>	We have effectively shared good practice with teachers, so they are more competent as to how to support our most vulnerable children in the classroom and around school. This includes delivering half term workshops to teachers to update them on students' needs and barriers to their learning.	Pay further attention to the small but significant group of students with social, emotional and behavioural concerns (SEMH). These students will be identified and supported through good classroom practice, as well as tailored mentoring programme to develop their social skills, and attitude to learning. The end goal is to catapult them from passive to active and self-motivated learners.
<b>Tracking progress</b>	We are more effective at tracking the progress of students with specific educational needs and do this by analysing data each half term, then feeding back to teachers.	We need to be more effective at dropping into lessons and scrutinising work so that we can triangulate the progress we are seeing in data with the work they are completing.
<b>Support</b>	We have regularly attended strategy meetings (at least every half term) to review the support we are providing to our SEND students. This includes ensuring effective access arrangements for examinations.	As we are likely to have one student with ASD (Autistic Spectrum Disorder), we need to ensure that we have the internal and external support mechanisms to support his needs by the time he starts in September. This includes a parttime Teaching Assistant.
<b>Parental engagement</b>	Parents are invited to strategy meetings, and they regularly attend. They effectively contribute to their child's support plan, and we consult with them on the support we provide.	We need to ensure that we have more external agencies involved in the support we are giving to students at our school. These will feed into the support plans written each half term.