

Accessibility Plan – Plantsbrook School

2016-2019

Our Vision Statement

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified within the Equality Act 2010 whereby it states in section 4.28: *‘Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.’* The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

In accordance with section 4.29 of the Equality Act 2010, our accessibility plan aims are 3-fold:

1. to increase the extent to which disabled pupils can participate in the curriculum
2. to improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. to improve the availability of accessible information to disabled pupils.

At Plantsbrook School we will all work together to provide support so that each pupil can achieve their potential and that all young people are safe and feel safe. Our school values instill the foundations that all pupils should have an equal opportunity and right to be included as a respected and equal member of the school community with the greatest possible access to a broad and balanced education alongside their peers.

This Accessibility Plan is in line with the school’s Inclusion and Equal Opportunities policies.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three year period; although it may be more often should issues arise. We will be supported by continuing to work closely with external parties such as the Local Education Authority Special Needs agencies (including those who advise of student’s with Visual Impairments) and with other statutory and voluntary agencies who may audit our accessibility and offer further advice on how we can continually improve provision. This may involve relevant training as the need arises.

The Accessibility Plan will be distributed to all Governors, Teaching staff and will be available to all parents/carers via our school website. Copies can be made available on request.

The School's complaints procedure covers the Accessibility Plan.

Approved by:

Date:

Plantsbrook School Accessibility Action Plan 2016–2019

Aim 1: To increase the extent to which disabled pupils can participate in the curriculum.

Aims	Actions	Timescale & Resources	Responsibility	Monitoring
To establish close liaison with all parents/carers.	<p>Effective communication and collaboration encouraged via pupil-centered approaches.</p> <p>Raise profile of Inclusion Department e.g. more articles in the school newsletter.</p>	<p>Ongoing</p> <p>SENCo to be trained in pupil-centred approaches so she is able to be an official facilitator.</p>	SENCo, TAs, Inclusion Administration Manager	Leadership.
To establish close liaison with relevant external agencies.	To ensure effective collaboration between all key people that will allow for the best possible outcome in terms of provision for the pupil.	Ongoing.	SENCo, Inclusion Administration Manager, outside agencies.	SLT line manager for Inclusion.
To ensure staff are fully aware of their professional responsibilities to meet the needs of every child in their classroom by using 'Quality First Teaching Strategies' and also have secured access to the provision map and pupil profiles.	<p>Reinforce responsibilities of all teachers as outlined in the Teacher's Standards & Children & Families Act, 2014.</p> <p>Collaborative approach to the creation of our own school version of 'Quality First Teaching' strategies that accesses all 4 areas of the Code of Practice (2015).</p>	<p>INSET Jan 2016 & April 2016.</p> <p>Time.</p>	SENCo, Inclusion Administration Manager.	SLT line manager for Inclusion.

	SENCo to ensure that the provision map and pupil profiles contain current and relevant information to allow teaching staff and support staff to meet the needs of our SEND students at the Universal Level providing 'Quality First Teaching' strategies.			
To liaise effectively with feeder primary schools.	Identification of needs prior to the transition process will enable us to make the correct provision arrangements for the new intake.	Main input is during the first half of the Summer Term. Time needed for effective communication with primary schools, including visits and time to attend annual reviews.	SENCo, Achievement Co-ordinator, Inclusion Administration Manager, ACO Admin Team.	SLT line manager for Inclusion and Y7 Achievement Co-ordinator.
To monitor the deployment of TAs so they are used as effectively as possible.	Close monitoring of current cohort needs as per information collated on our provision map.	Learning walks, lesson observations.	SENCo, Inclusion Administration Manager.	SLT line manager for Inclusion.
To regularly assess students to monitor attainment, progress and address suitable intervention strategies and celebrate successes.	To ensure collaboration and sharing information between all staff members involved in raising achievement. Ensure students, parents/carers are involved in any decision making.	Ongoing. Training opportunities where appropriate.	Subject teachers, subject leaders, achievement co-ordinators, SENCo.	Leadership.

<p>To research and implement appropriate curriculum changes that reflect inclusive provision for all our students.</p>	<p>Subject leaders to work with their departments on researching and selecting the most appropriate curriculum.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students with the school.</p> <p>Schemes of work will be produced by departments that provides an appropriate curriculum to include our SEND students, particularly in terms of differentiation.</p>	<p>By end of Summer Term 2016.</p>	<p>Subject leaders.</p>	<p>Leadership.</p>
<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure so as to comply with the Equality Act 2010.</p>	<p>Ensure all relevant policies are reviewed with pupils with disabilities in mind.</p> <p>Use the school council in the reviewing process.</p>	<p>Ongoing</p>	<p>SENCo, SLT line manager for Inclusion.</p>	<p>Leadership, Governors.</p>

<p>To ensure that students with a visual impairment (VI) have resources suitably adapted to meet their needs.</p>	<p>QTVI to advise and support staff on making their lessons accessible.</p> <p>Up-to-date pupil profiles readily accessible to all staff so they can identify the needs of students with a VI.</p> <p>Staff to send any material to be adapted to our VI TAs at least 3 days in advance of when they are needed, so appropriate time can be spent on adapting the resources.</p>	<p>Advisory booklet completed and distributed by Summer Term 2016.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Most modifications can be done internally within our resource base, however, there may be some occasions where Priestley Smith are required to support.</p>	<p>Head of VI Resource Base, QTVI, All teaching staff, VI TAs.</p>	<p>Head of VI Resource Base, SENCo, Leadership.</p>
<p>To ensure full access to the curriculum for all children.</p>	<p>To ensure reasonable adjustments are made that allow SEND students to participate fully in extra-curricular activities, residential, school visits.</p> <p>Audit participation in extra-curricular activities and identify any barriers.</p>	<p>Staff training required where necessary.</p>	<p>All staff.</p>	<p>Leadership, Governors.</p>

<p>To liaise with the Governing Body.</p>	<p>Via regular meetings throughout the year.</p> <p>Collaborative approach to updating relevant policies.</p>	<p>Termly to Inclusion Link Governor.</p> <p>Annual report to whole governing body.</p>	<p>SENCo, SLT line manager for Inclusion, Link governor for SEND.</p>	<p>Leadership, Governors.</p>
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Plantsbrook School Accessibility Action Plan 2016–2019

Aim 2: To improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Aims	Actions	Timescale & Resources	Responsibility	Monitoring
To minimise the impact of the new building program on our more vulnerable students.	<p>Review which students are able to access the SEND club at break and lunch times.</p> <p>Review, liaise and distribute 'time out cards' to students that would benefit from this strategy.</p> <p>TAs to guide students around the building to familiarise them with any differences.</p>	Ongoing	TAs, SENCo, Achievement Co-ordinators, Inclusion Administration Manager.	SLT line manager for Inclusion.
To evaluate the organisation of the classroom.	Staff to ensure classroom organisation (e.g. seating plans/access to visual or audio) reflect needs of students.	Ongoing	Classroom teachers, TAs.	SENCo, Leadership.
To ensure our students with VI needs are still able to move safely around the building during the transitional period.	Sight guide training given where necessary by habilitation (mobility) service (Priestly Smith).	Ongoing.	Head of VI resource base, TAs.	Leadership.

Involvement with the new build program.	Collaboration with Deputy Head and other relevant members of staff to ensure consultation regarding physical provision in the new build.	Ongoing.	Building Company, SLT, SENCo.	Leadership.
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Plantsbrook School Accessibility Action Plan 2016–2019

Aim 3: To improve the availability of accessible information to disabled pupils.

Aims	Actions	Timescale & Resources	Responsibility	Monitoring
To enable improved access to SEND information for pupils, parents and visitors.	Investigate websites for other schools e.g. use of videos to convey information. Invitations to parents/carers to raise awareness of a disability or allow opportunity for parent/carer forum.	Gained time task for Summer Term.	Collaborative approach needed with SENCo having overall responsibility.	Leadership.
To promote positive attitudes to disability.	Regular items for newsletter highlighting events and celebrating achievements.	Ongoing.	SENCo.	Leadership and governors.
To access newsletters and information	Research the need for information to be available in alternative formats so being accessible to all.	By Summer 2017.	Inclusion Administration Manager.	SENCo, leadership.
To ensure we adopt a pupil-centred approach that involves our SEND pupils and their parents being active involved in what useful information is passed onto staff.	Pupil profiles regularly updated using latest data and opinions of the pupil and their parents/carers. SENCo to be trained in pupil-centred approaches so she is able to be an official facilitator.	Ongoing.	Pupil, parent/carer, TAs, SENCo, Inclusion Administration Manager.	SLT line manager for Inclusion.

Access audit – Plantsbrook School – existing building

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main building: Two storeys – ground and first floor. However the majority of the building is only one storey. Two temporary buildings (during new build programme): Three storeys. Stairways are kept clear at all times.	Staff vigilance to ensure movement of students through the school is safe. Monitor to ensure stairways are clear	Site Team, Leadership.	Ongoing
Corridor access	Corridors within the main building and temporary buildings have clearly marked flooring. Temporary blocks have clear signage.	Corridors in new build to have clear signage.	Site Team, Leadership.	Ongoing
Lifts	There is no current lift provision.	Lifts to be installed in the new building.	Site Team, Leadership.	Ongoing
Parking bays	Two disabled parking bays close to the main entrance of the school and these are clearly marked.	Ensure disabled parking bays are available for use at all times.	Site Team	Ongoing
Entrances	All main entrances to the main building and temporary buildings have ramp access and are kept clear at all times.	Monitor to ensure entrances are clear	Site Team	Ongoing
Ramps	As above. Mobile ramps are available is access is required to other entrances.	Mobile ramps to be put in place as and when required.	Site Team	Ongoing
Toilets	Each building has accessible toilet facilities.	Ensure key is available when required.	Reception, site team.	Ongoing
Reception area	The main reception area is manned at all times and assistance can easily be provided to help all users gain access to the building.		Reception.	Ongoing

Internal signage	All rooms are clearly marked and the signage includes braille on classroom doors.	Collaboration with Priestley Smith to ensure requirements are met within the new build.	Head of resource base, Leadership.	Ongoing
Emergency escape routes	All emergency routes are kept clear at all times and emergency exits are clearly marked. Personal evacuation plans are reviewed annually or, more frequently, if required.	Revision of personal evacuation plans, as and when required.	Inclusion Team	Ongoing