# CLEEVE MEADOW SCHOOL ACCESSIBILITY PLAN
# November 2023

**Adopted: November 2023**
**To be reviewed: September 2024**

# ACCESSIBILITY PLAN

**Overview**

The Special Needs and Disability Act 2014 requires that we plan in three main areas:

• Increasing access for pupils with disabilities to the curriculum – teaching and learning and the wider curriculum
• Improving access for pupils and other stakeholders with disabilities to the physical environment of the school
• Access to Information and ensuring effective communications

These areas have been considered when writing this Accessibility Plan for Temporary accommodation:

**Definition**

The term disability does not refer exclusively to people with a physical disability and therefore focus entirely on physical access issues. The act defines disability thus:

"A person has a disability if he or she has a physical or mental impairment that has a substantial of long-term adverse effect on his or her ability to carry out normal day-to-day activities."

This Accessibility Plan Is 'anticipatory' and considers both current and prospective students to Temporary accommodation. The Plan indicates the steps we will take to become increasingly inclusive over the next three-year period. The Accessibility Plan is structured to complement and support the school's Inclusion Policy, and will similarly be published on the school website.

**Aims**

**We aim to:**
• Overcome potential barriers to learning so that all children enjoy full access to our curriculum
• Continually review our building and facilities in response to the needs of our community • Respond sensitively and sensibly to the needs of individuals with our school community, seeking advice from outside support agencies whenever possible
• Consider carefully the views of all parties: pupils, parents, governors, teaching and non-teaching staff when writing our Accessibility Plan
• Ensure that our plans for improved accessibility are monitored and reviewed regularly

This Accessibility Plan needs reading in conjunction with the Special Educational Needs Policy, the Equality Policy and the Supporting Students with Medical Needs Policy. The attached Accessibility Plan results from Accessibility Audits carried out by TKAT and also Health and Safety Governor Audits.

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| **Increasing access for pupils with disabilities to the curriculum – teaching and learning and the wider curriculum** | | | | | |
| **Short Term** | **Target/ Intent** | **Strategies/Implementation** | **Timescale** | **Responsibility** | **Success Criteria** |
| | Ensure that reasonable adjustments are made so that all pupils access a curriculum appropriate to their needs | • All staff to consider the needs of pupils in their care, when completing medium and short term planning<br>• Ensure 3 contact points with parents each academic year (SEN CoC)<br>• Discussion with Primary feeder schools' pre-entry into Year 7<br>• Involvement of outside agencies<br>• Discussion with student feeding into PLPs | Ongoing | Teachers<br>SENDCO<br>HoS | Reasonable adjustments made so that all pupils access an appropriate curriculum<br><br>All parties involved in students' learning<br><br>Student actively involved in own learning |
| | Closely monitor core data for pupils with disabilities and in key groups (LAC PP) to ensure progress and achievement | • Key groups including SEND type reviewed at each data drop<br>• Any concerns discussed with the class teacher/<br>• learning mentor / SENDCO<br>• Interventions in place as appropriate and clear review date set<br>• Involve students and parents / carers / outside agencies if necessary | Every term | SENDCO<br>Class teacher<br>Learning Mentor<br>Deputy Head of School<br>Head of School | Progress of students with disabilities closely monitored<br><br>Interventions in place with clear exit plan<br>Support network in place if necessary |
| | Ensure students with disabilities have full access to ICT | Assess student needs in terms of physical access, ICT software, time | Ongoing | IT Technician<br>Inclusions co-ordinator<br>SENDCO | Full and purposeful access to ICT for all students with disabilities |
| | Ensure that work is differentiated and resourced appropriately for pupils with disabilities | • Learning walks carried out by the Deputy Head of School and SENDCO<br>• Review of provision for students with disabilities | Ongoing | SENDCO<br>Deputy Head of School<br>Learning Mentor | Students with disabilities accessing a relevant, appropriately resourced curriculum |

| | Target/ Intent | Strategies/Implementation | Timescale | Responsibility | Success Criteria |
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| | | • Learning mentor meeting with teacher of specific students as required<br>• Differentiated small group withdrawal for specific students | | | |
| | Provide opportunities for students with disabilities to access activities that supplement the curriculum | • Carry out risk assessments before educational visits to ensure accessibility for all students with disabilities<br>• Make clubs accessible to all students<br>• Support for students with disabilities when accessing work placements in the 6th Form<br>• Prepare students with disabilities to be independent in their travel<br>• Ensure that plans and risk assessments are in place for students with medical needs for visits and trips | Ongoing | Educational Visits Coordinator SENCO Whole staff | Variety of extracurricular activities are supporting independence skills |
| **Medium Term** | **Target/ Intent** | **Strategies/Implementation** | **Timescale** | **Responsibility** | **Success Criteria** |
| | Promote the involvement of students with disabilities in classroom discussions / activities | • Provide where appropriate:<br>• Required ICT programmes<br>• Required adaptations for students with sensory needs<br>• Use 'Communicate in Print 'for ease of understanding<br>• Screen overlay<br>• creating positive images of disability within the school so that students grow into adults who have an understanding of disabled people<br>• giving alternatives to enable students with disabilities to participate successfully in lessons and activities<br>• Use P4C to discuss and educate around SEND | Ongoing | Whole school approach | Variety of learning styles and multi-sensory activities evident in planning and in classrooms<br><br>Ensuring that the needs of all students with disabilities, parents and staff are represented within school |

| | Target/ Intent | Strategies/Implementation | Timescale | Responsibility | Success Criteria |
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| | Ensure that teaching staff and support staff have access to relevant training for specific students | • Utilise existing experience / skills during transition to different year groups<br>• Assess training needs of staff working with specific students<br>• Engage with specialists at Marlborough / Shenstone to provide training where required | Ongoing | Deputy Head of School<br>SENDCO<br>HoS<br>Executive Head Teacher | Increased confidence of staff working with students with disabilities |
| | Ensure that teaching staff and support staff are familiar with current legislation and documentation with regard to disability / accessibility | • Whole staff training where appropriate<br>• Staff briefing highlighting the needs of individual students | Ongoing | Deputy Head of School<br>SENDCO<br>Teachers<br>Teaching Assistants | All staff familiar with relevant, current legislation and documentation |
| **Long Term** | **Target/ Intent** | **Strategies/Implementation** | **Timescale** | **Responsibility** | **Success Criteria** |
| | Evaluate and review the above short and long term targets annually | • See all listed above | Annually | Head of School<br>Deputy Head of School<br>SENDCO | All children making good progress |
| | Deliver findings to the Governing Body | • Create an annual report to the Governing Body outlining progress towards set targets | Annually | Head of School<br>Deputy Head of School<br>SENDCO<br>Governing body | Governors fully informed about provision and progress |
| | Develop a range of learning environments and experiences in response to student's needs | • Continually assess indoor and outdoor learning environments<br>• Consider individual students' needs, e.g. use of work stations, quiet areas and practical equipment | Ongoing | All staff<br>SENDCO | Students are able to access a range of learning environments and experiences, e.g. use of outside area, sensory work with specific students, visual timetables, good listening skills |

| STAFF | Target/ Intent | Strategies/Implementation | Timescale | Responsibility | Success Criteria |
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| | Ensure that staff with disabilities are supported to deliver all aspects of the curriculum | • Continually assess indoor and outdoor environment for suitability<br>• Continually asses curriculum to ensure | All staff SENDCO | Head of school Site team | All staff are enabled to deliver high quality learning experiences for students both inside and outside of the classroom |

## Improving access for pupils and other stakeholders with disabilities to the physical environment of the school Reviewed September 2022

| | Target/ Intent | Strategies/Implementation | Timescale | Responsibility | Success Criteria |
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| | Ensure visually stimulating environment for all students | • Use of displays in classrooms and around the school that engage and support students with disabilities | Ongoing | Head of School | Bright and vibrant displays with key words in classrooms and corridors |
| | Ensure suitable space is available for students with disabilities within the classroom | • Rearrange furniture as appropriate<br>• Create a seating plan for cover supervisors to access<br>• Discuss with the student the best layout for the classroom | Ongoing | Teachers SENDCO | Classroom layouts enable all students to move around them freely |
| | Continue to improve signage in school for the visually impaired and those with learning difficulties<br><br>All staff fully aware of the access needs of disabled students, staff, parents and carers | • Assess existing signs around school in terms of size, position, colour and pictorial representation<br>• Consider other areas around school where signs are needs – seek advice if necessary<br>• Access needs are discussed with parents and support agencies upon a student's entry to Year 7<br>• Access to physical environment is discussed with parents during<br>• parents' meetings and, if appropriate, incorporated into the students' reviews<br>• Consult parents, to ensure that their access needs are met | July 2022 review | Site Manager | Reviewed December 2022. Additional traffic sign added to front of School.<br><br>Ensure meetings take place early in academic year to review student needs |

| Medium Term | Target/ Intent | Strategies/Implementation | Timescale | Responsibility | Success Criteria |
|---|---|---|---|---|---|
| | Ensure that all classroom equipment and resources are accessible for all pupils | • Learning walks focusing on accessibility of classroom resources and equipment<br>• Feedback to staff from learning walks | | | Learning walk in the first week completed |
| | All emergency exits are easily accessible by the whole school. centre building easily accessed by everyone | | | Site Team Operations Manager | Additional sign added as part of Fire Risk Assessment October 2022 |
| | Ensure the physical environment is effectively adapted to remove any barriers to staff posed by disabilities | • Review all aspects of the school environment | At the start of the academic year and on going | Head of School Site Team Business manager | All staff are enabled to deliver high quality learning experiences and fulfil all functions for their roles |

## Access to Information and ensuring effective communications

| Short Term | Target/ Intent | Strategies/Implementation | Timescale | Responsibility | Success Criteria |
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| | Individual visual timetables for specific students | • Picture / symbols for timetables for individual students<br>• Visual timetables created centrally by the SENDCo | Ongoing – reviewed as necessary | SENDCo | Identified students have access to a meaningful timetable |
| | Ensure that school web-site is continually updated so that parents are able to access current policies and plans | • Links in place to all<br>• relevant policies and plans • Parents informed via<br>• termly parent meetings | Ongoing | Deputy Head teacher Web-site manager | Parents able to access policies and plans via school web-site |
| | Ensure that parents are given advance warning, in an appropriate format, of all aspects of | • Teachers to ensure that all dates are entered in school diary, well in advance | Ongoing | All staff | Parents given advance notice of all aspects of school relevant to their child, e.g. telephone calls, newsletters |

| | Target/ Intent | Strategies/Implementation | Timescale | Responsibility | Success Criteria |
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| | school relevant to their child | • Teachers to consider advance notice to parents when booking educational visits<br>• Information provided via web-site, newsletters or departmental letters | | | |
| | Ensure parents with English as an Additional Language are able to access communications sent home | • Liaison with EAL coordinator re: level of spoken language at home<br>Translation of letters if appropriate<br>• Interpreter provided where possible | Ongoing | Head of School | Parents have a clear understanding of communications from school |
| **Medium Term** | **Target/ Intent** | **Strategies/Implementation** | **Timescale** | **Responsibility** | **Success Criteria** |
| | Ensure that all students have an efficient method of recording homework tasks in planners | • Teachers to provide<br>• appropriate assistance for those students who may require it, e.g. use of<br>• strips of paper containing the homework that is<br>• attached to the planner • Planners used for further instructions and<br>• dialogues with parents, if appropriate | Ongoing | Teachers<br><br>Teaching Assistants | Students and parents have a clear understanding of homework tasks |
| **Long Term** | **Target/ Intent** | **Strategies/Implementation** | **Timescale** | **Responsibility** | **Success Criteria** |
| | Review students' records ensuring whole staff awareness of any disabilities | • Information collected about new students<br>• Records passed up from feeder schools to Temporary accommodation<br>• Behaviour plans reviewed at the start of the year and then at PLP review meetings<br>• Handover between Heads of Year as appropriate<br>• Medical records updated annually for all students | Annually | Learning Support Teachers Heads of Year | All staff members are aware of the disabilities of children in their class |

| | | • Individual Health Care Plans set up for students with medical needs<br>• Information about students with medical needs have photos displayed on the staffroom noticeboard<br>• Information about students with medical needs kept in Reception and with Learning Support Officer | | | |
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| **Staff** | **Target/ Intent** | **Strategies/Implementation** | **Timescale** | **Responsibility** | **Success Criteria** |
| | Ensure reasonable adjustments are made for staff with disabilities to enable and maintain effective communication | • Liaison with key staff to check efficacy of communication | Ongoing | Head of School<br>Office Manger | Effective communication at all times |