



Cleeve Meadow School Accessibility Plan

**Written May 2019
Reviewed August 2020**

ACCESSIBILITY PLAN September 2019- February 2020

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.

Increasing access for pupils with disabilities to the curriculum – teaching and learning and the wider curriculum

	Target/ Intent	Strategies/ Implementation	Timescale	Responsibility	Success Criteria
Short Term	Ensure that reasonable adjustments are made so that all pupils access a curriculum appropriate to their needs	<ul style="list-style-type: none"> • All staff to consider the needs of pupils in their care, when completing medium and short term planning • Ensure 3 contact points with parents each academic year (SEN CoC) • Discussion with Primary feeder schools pre-entry into Year 7 • Involvement of outside agencies • Discussion with student feeding into PLPs 	Ongoing	Teachers SENCO HoS	<p>Reasonable adjustments made so that all pupils access an appropriate curriculum</p> <p>All parties involved in students' learning</p> <p>Student actively involved in own learning</p>
	Closely monitor core data for pupils with disabilities and in key groups (LAC PP) to ensure progress and achievement	<ul style="list-style-type: none"> • Key groups including SEN type reviewed at each data drop • Any concerns discussed with the class teacher/ learning mentor / SENCO • Interventions in place as appropriate and clear review date set • Involve students and parents / carers / outside agencies if necessary 	Every term	SENCO Class teacher Learning Mentor Deputy Head of School Head of School	<p>Progress of students with disabilities closely monitored</p> <p>Interventions in place with clear exit plan</p> <p>Support network in place if necessary</p>

	Ensure students with disabilities have full access to ICT	<ul style="list-style-type: none"> Assess student needs in terms of physical access, ICT software, time 	Ongoing	IT Technician Inclusions co-ordinator SENCO	Full and purposeful access to ICT for all students with disabilities
	Ensure that work is differentiated and resourced appropriately for pupils with disabilities	<ul style="list-style-type: none"> Learning walks carried out by the Deputy Head of School, SENCo HoS Review of provision for students with disabilities Learning mentor meeting with teacher of specific students as required Differentiated small group withdrawal for specific students 	Ongoing	SENCO Deputy Head of School Learning Mentor	Students with disabilities accessing a relevant, appropriately resourced curriculum
	Provide opportunities for students with disabilities to access activities that supplement the curriculum	<ul style="list-style-type: none"> Carry out risk assessments before educational visits to ensure accessibility for all students with disabilities Make clubs accessible to all students Support for students with disabilities when accessing work placements in the 6th Form Prepare students with disabilities to be independent in their travel Ensure that plans and risk assessments are in place for students with medical needs for visits and trips 	Ongoing	Educational Visits Co-ordinator SENCO Whole staff	Variety of extra-curricular activities are supporting independence skills

Medium Term	Promote the involvement of students with disabilities in classroom discussions / activities	Provide where appropriate: <ul style="list-style-type: none"> ▪ Required ICT programmes ▪ Required adaptations for students with sensory needs ▪ Use 'Communicate in Print 'for ease of understanding ▪ Screen overlay ▪ creating positive images of disability within the school so that students grow into adults who have an understanding of disabled people ▪ giving alternatives to enable students with disabilities to participate successfully in lessons and activities ▪ 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 Ensuring that the needs of all students with disabilities, parents and staff are represented within school
	Ensure that teaching staff and support staff have access to relevant training for specific students	<ul style="list-style-type: none"> • Utilise existing experience / skills during transition to different year groups • Assess training needs of staff working with specific students 	Ongoing	Deputy Head of School SENCO HoS Executive Head Teacher	Increased confidence of staff working with students with disabilities

		<ul style="list-style-type: none"> Engage with specialists at Marlborough/ Shenstone to provide training where required 			
	Ensure that teaching staff and support staff are familiar with current legislation and documentation with regard to disability / accessibility	<ul style="list-style-type: none"> Whole staff training where appropriate Staff briefing highlighting the needs of individual students 	Ongoing	Deputy Head of School SENCO Teachers Teaching Assistants	All staff familiar with relevant, current legislation and documentation
Long Term	Evaluate and review the above short and long term targets annually	<ul style="list-style-type: none"> See all listed above 	Annually	Head of School Deputy Head of School SENCO	All children making good progress
	Deliver findings to the Governing Body	<ul style="list-style-type: none"> Create an annual report to the Governing Body outlining progress towards set targets 	Annually	Head of School Deputy Head of School SENCO Governing body	Governors fully informed about provision and progress
	Develop a range of learning environments and experiences in response to student's needs	<ul style="list-style-type: none"> Continually assess indoor and outdoor learning environments Consider individual students' needs, e.g. use of work stations, quiet areas and practical equipment 	Ongoing	All staff SENCO	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	Ensure that staff with disabilities are supported to deliver all aspects of the curriculum	<ul style="list-style-type: none"> Continually assess indoor and outdoor environment for suitability Continually assess curriculum to ensure 	On-going in consultation with staff member	Head of school	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
For September 2019- to be reviewed on move to new site Feb 2020**

	Target	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Review accessibility to all areas of temporary accommodation	<ul style="list-style-type: none"> • Learning walk carried out with key planning staff focusing on accessibility to both inside and outside environment 		Head of School SENCO Inclusions	Accessibility to all areas of school environment evaluated and deemed appropriate
	Ensure that all students with a disability can be safely evacuated	<ul style="list-style-type: none"> • Personal Emergency Evacuation Plans (PEEPs) in place for identified students with disabilities 			PEEPs completed
	Improve physical environment of Temporary accommodation	<ul style="list-style-type: none"> • Take into account the needs of students, staff and visitors with physical and sensory impairments when undertaking future improvements and refurbishments of the site and premises, e.g. improved access, lighting, markings on steps 	Ongoing	SLT	Improved signage around college for students and parents
	Ensure visually stimulating environment for all students	<ul style="list-style-type: none"> • Use of displays in classrooms and around the school that engage and support students with disabilities 	Ongoing		
Medium Term	Ensure suitable space is available for students with disabilities within the classroom	<ul style="list-style-type: none"> • Rearrange furniture as appropriate 	Ongoing	Teachers SENCO	Classroom layouts enable all students to move around them freely

		<ul style="list-style-type: none"> • Create a seating plan for cover supervisors to access • Discuss with the student the best layout for the classroom 			
	Continue to improve signage in school for the visually impaired and those with learning difficulties	<ul style="list-style-type: none"> • Assess existing signs around school in terms of size, position, colour and pictorial representation • Consider other areas around school where signs are needed – seek advice if necessary 	Ongoing		Under review in the new building
	All staff fully aware of the access needs of disabled students, staff, parents and carers	<ul style="list-style-type: none"> • Access needs are discussed with parents and support agencies upon a student's entry to Year 7 • Access to physical environment is discussed with parents during parents' meetings and, if appropriate, incorporated into the students PLP reviews • Consult parents, to ensure that their access needs are met 			Ensure PLP meetings take place early in academic year to review student needs
	Ensure that all classroom equipment and resources are accessible for all pupils	<ul style="list-style-type: none"> • Learning walks focusing on accessibility of classroom resources and equipment 			Learning walk in the first week

		<ul style="list-style-type: none"> • Feedback to staff from learning walks 			
	Emergency exits from canteen and main school and sixth form centre building easily accessed by everyone				
STAFF	Ensure the physical environment is effectively adapted to remove any barriers to staff posed by disabilities	<ul style="list-style-type: none"> • 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 fo their roles

Access to Information and ensuring effective communications

	Target	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Individual visual timetables for specific students	<ul style="list-style-type: none"> • Picture / symbols for timetables for individual students • Visual timetables created centrally by the Senco 	Ongoing – reviewed as necessary	Senco	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	<ul style="list-style-type: none"> • Links in place to all relevant policies and plans • Parents informed via 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 school relevant to their child	<ul style="list-style-type: none"> • Teachers to ensure that all dates are entered in school diary, well in advance • Teachers to consider advance notice to parents when booking educational visits • Information provided via web-site, newsletters or departmental letters 	Ongoing	All staff	Parents given advance notice of all aspects of school relevant to their child, e.g. telephone calls, newsletters
	Ensure parents with English as an Additional Language are able to access communications sent home	<ul style="list-style-type: none"> • Liaison with EAL co-ordinator re: level of spoken language at home • Translation of letters if appropriate • Interpreter provided where possible 	Ongoing	Head of School	Parents have a clear understanding of communications from school

<p>Medium Term</p>	<p>Ensure that all students have an efficient method of recording homework tasks in planners</p>	<ul style="list-style-type: none"> • Teachers to provide appropriate assistance for those students who may require it, e.g. use of strips of paper containing the homework that is attached to the planner • Planners used for further instructions and dialogues with parents, if appropriate 	<p>Ongoing</p>	<p>Teachers Teaching Assistants</p>	<p>Students and parents have a clear understanding of homework tasks</p>
<p>Long Term</p>	<p>Review students' records ensuring whole staff awareness of any disabilities</p>	<ul style="list-style-type: none"> • Information collected about new students • Records passed up from feeder schools to Temporary accommodation • Behaviour plans reviewed at the start of the year and then at PLP review meetings • Handover between Heads of Year as appropriate • Medical records updated annually for all students • Individual Health Care Plans set up for students with medical needs • Information about students with medical needs have photos displayed on the staffroom noticeboard 	<p>Annually</p>	<p>Learning Support Teachers Heads of Year</p>	<p>All staff members are aware of the disabilities of children in their class</p>

		<ul style="list-style-type: none"> Information about students with medical needs kept in Reception and with Learning Support Officer 			
STAFF	Ensure reasonable adjustments are made for staff with disabilities to enable and maintain effective communication	<ul style="list-style-type: none"> Liaison with key staff to check efficacy of communication 	Ongoing	Head of School Office Manger	Effective communication at all times

Actions to be taken

KEY ISSUE	ACTION	COST	COMMENT	DATE
PEEPS in place for students with medical need/ mobility issues	PEEPs to be completed reviewed and tested September 2020	None		September 2020
Signage	Improved signage around college for students and parents	Minimal		Sep 2020 – walk through by 15th sep
Ensure student need is being met	Ensure PLP meetings take place early in academic year to review student needs			Planned in for 3 slots in academic year (already completed for existing students)
Suitability of student environment to	Learning walk environment in first week- put on QA plan			Sep 15th 2020 – walk through

support individual need				
Ensure emergency lighting regularly maintained	Health and safety check			August 2019
Adjustments for students with sensory issues	Sound enhancement Monitor to be explored if required			Not currently required