



Accessibility Plan 2018 - 2021

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its students fairly, with dignity and respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure could be used if you feel our accessibility plan does not meet the need of groups and individuals within our setting. If you have any concerns relating to accessibility in school, please use this procedure.

We have included a range of stakeholders in the development of this accessibility plan, including Chair of Governors, Leadership Team, Teachers, parents and students.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving access to the physical environment

	Current good practice	Objectives (short, medium and long term)	Actions	Date to complete actions by	Responsibility	Success Criteria
Short term	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Library shelves at wheelchair-accessible height 	<p>1. School is aware of the access needs of disabled children.</p>	<p>a) Create access plans for individual disabled children as part of provision process</p>	ongoing	SENCO/ Asst SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.

		2. All building work has considered Accessibility guidance.	a) Share accessibility toolkit with relevant personnel and contractors.	ongoing	Executive Headteacher	On-going improvements in access to all areas when undertaking routine and maintenance works.
		3. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans (PEEP) for all disabled children	Ongoing	SENCO/SLT	All disabled pupils and staff working with them are safe and confident in event of fire.
Medium term	Specific students have specific equipment and seating arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new students once settled	Meetings to occur focusing on layout of the classroom environment to ensure accessibility for all	a) Review and implement preferred layouts of equipment and furniture to support the learning process of individuals within the classrooms	Ongoing 2017-2021	SLT/class teachers	Smooth start to each lesson without the need to reconsider environment for individual students

Long term		4. Consider disabled toilet facilities with suitable changing area for those students that require changing	Equipment a) Height adjustable adult-sized changing bench b) mobile hoist unless all students are mobile Space c) centrally placed toilet with room either side and a curtain for privacy Environment d) wide tear off paper roll for bench e) large waste bin for pads f) non slip floor	July 2018 – July 2021	Executive Head Teacher/SLT	Facilities will enable students to be changed with additional privacy and dignity
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Improving access to the curriculum

	Current good practice	Objectives (short, medium and long term)	Actions	Date to complete actions by	Responsibility	Success Criteria
Short Term	All students in our setting having SEND: Headstart School offers a differentiated curriculum for all students tailored to individual need We use resources tailored to the needs of individual	a) Training for specific staff including medical needs and disabilities b) Use of ICT equipment across school	Needs analysis of staff training required Further development	July 2018 2018 – 2019	Head Teacher SLT/CFY	Focused training proforma of training across the academic year Evidence of ICT equipment being used in lessons more effectively in lesson observations

	<p>students ensuring tailored support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students</p> <p>Targets are set effectively and are appropriate for all students</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>					
Medium Term		<p>a) Each student coming into HeadStart School will experience a nurturing, positive environment- with a curriculum designed around their specific special educational needs. This includes a comprehensive and</p>	<p>a) Daniel Horan to provide INSEt training sharing the 'Moving Upstream' model b) Multi Tier system of Support (MTSS) to be implemented across the school c) Implementation of model</p>	<p>Sept 2018</p> <p>Sept 2018 – ongoing throughout the year</p> <p>Sept 2018 – ongoing throughout the year</p>	<p>Head Teacher Head of Therapies SLT Daniel Horan</p>	<p>Embedded MTSS system with clear provision, assessment, referral, planning, do (teaching and intervention) and review – throughout year and annually</p>

		<p>cohesive approach to their academic and behavioural needs.</p> <p>b) We will ensure ALL students are given support by staff who will conduct appropriate assessment, planning, programming, teaching, monitoring and review cycles. This includes hourly, daily, weekly, monthly, termly and annual analysis that enables us to reach ambitious outcomes.</p> <p>c) In order to maximise impact of teaching; approximately 70-80% of time will be focused on the 'Do' section- where students actually experience the lessons, activities, enrichment and nurture of our curriculum and staff expertise. The remaining 20-30% of</p>				
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		the time is devoted to the assessment, planning and review stages of our tiered approach to delivering outstanding provision				
Long Term		MTSS embedded across the school with clear cohesion as to what occurs for all, some and few	a)whole school approach to system through key stage meetings and time spent in the review stage b)clear and cohesive embedded practice across the school	Sept 2018- Sept 2020	Head Teacher Head of Therapies SLT Daniel Horan	Improved outcomes for all students

Improving access to information

	Current good practice	Objectives (short, medium and long term)	Actions	Date to complete actions by	Responsibility	Success Criteria
Short Term	<p>Headstart school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Alternative and augmentative communication strands across the school 	<p>To consider Further acquisition of ICT resources, such as I pads, communication devices, etc.</p>	<p>a)audit of current devices b) review of therapy provision and access to effective communication for all</p>	Dec 2018	Head of therapies	<p>All students will access a communication system matched to need therefore enhancing outcomes for all students</p>

Medium Term		Improve the delivery of written information for all students	a)complete communication audit with all students b)Teaching and Learning Forum to ensure all staff have access to current written communication needs of al students	July 2019	Head of Therapies SLT	All students will access a written communication system matched to need therefore enhancing outcomes for all students
Long Term		Careers information to be as accessible as possible	a)further develop child friendly IEP review formats b) enable students to contribute to their carers interviewpresentation by ensuring they have access to resources that support them.in line with audit	Ongoing to 2021	SENDCO/AS ST SENDCO/ IAG co-ordinator	Staff are more aware of students preferred method of communication All students are able to contribute to their careers interview and transition plan

Accessibility Plan will be embedded in to the School Improvement Plan enabling a clear process for monitoring and reviewing the document.

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has area leading to staff room and upstairs offices	Ensure all staff can access this area – consider needs of disabled staff if arises	Health and safety SLT/ Site manager	Consider needs of staff as required
Classroom access	All classrooms are accessible	All areas to be tidy and free from obstruction at all time	All school staff	Ongoing to 2021
Signage	Clear signage across school	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENDCo Head of Therapies SLT	Ongoing to 2021

Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Site manager SLT	Ongoing to 2021
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Older doors are solid with high windows making this impossible.	When doors are replaced they will be accessible for all.	Site manager SLT	Ongoing to 2021
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	Ongoing to 2021