

Arnold Hill Academy

Arnold Hill Academy Accessibility Plan 2015-18

Date of Policy: September 2015

Date to be reviewed: July 2016

Owner: M Loyeau



Introduction

Through its Accessibility Plan, Arnold Hill Academy endeavours to comply with the Equality Act (2010), the SEND Code of Practice (2014) and the DfES guidance provided in “Accessible Schools: Planning to increase access to schools for disabled students’ (July 2002).

The Accessibility Plan sets out the academy’s proposals to provide an accessible environment that values and includes all students, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability, accessibility and to develop a culture of awareness, tolerance and inclusion. The accessibility plan contains relevant actions to increase access to education for students, parents, staff and visitors in the three areas required by:

- increasing access for disabled pupils to the **school curriculum**. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- improving access to **the physical environment** of schools. This covers improvements to the physical environment of the school and physical aids to access education.
- improving the delivery of **written information** to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand outs, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable time frame.

Definition of Disability:

Definition of Disability as defined by the Equality Act 2010:

‘A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Statement of Intent:

Arnold Hill Academy aims to provide a positive learning environment for all and will:

- Ensure staff and governors will receive appropriate training to support the needs of pupils with disabilities
- Resource, implement ,monitor , review and revise the accessibility plan as required to address the increasing and changing needs of current and prospective pupils
- Make available the school accessibility plan on the school website

- Recognise and value parents' knowledge of their child's disability and the effect it has on his her ability to carry out activities
- Respect parents' and pupils' rights to confidentiality
- Develop action plans on the key aspects of accessibility and ensure that these are reviewed annually during the summer term and new plans will be drawn up every 3 years

The academy's complaints procedure covers the Accessibility Plan.

The accessibility plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policy
- Health & Safety policy
- SEND policy
- Marking policy
- Pupils with on-going Medical Conditions policy
- Social, moral, spiritual and cultural (SMSC) policy
- School Improvement Plan

Context

Arnold Hill Academy is a large school with a split-site arrangement. The original buildings are over 50 years old and are spread across a large site, built on a hillside on different levels. Pupils and staff are required to navigate their way between the two campuses throughout the day to access their lessons, and this requires a great deal of walking between buildings and classrooms. The academy is currently undergoing a significant building programme, which will see the replacement of the current upper school building with a new school building in September 2016. This new building will be more accessible to those with disabilities, including wheelchair users, and will be closer to the existing lower school site.

Date of Plan: September 2015

Date of Review: July 2016

New Plan to be drawn up: July 2018

Increasing access to the school curriculum				
Targets	Strategies	Outcomes	Timeframes	Goals achieved
Utilise baseline and on-going assessment data to identify pupils with barriers to learning.	Work with feeder primary schools to collate transition information for Year 6/7 pupils.	Transition information from primary schools communicated to staff in Summer term (before Year 6 transition day.)	Annually- Spring/Summer term of year 6.	
	Year 7 pupils to complete baseline assessments in core subjects, to include dyslexia screener, reading test and CATs.	Detailed assessment data available to all staff, including details of literacy difficulties. Pupils identified for curriculum and SEND interventions.	Annually-Autumn term of year 7.	
	In year-transfer and managed move pupils complete baseline assessments as above.	Appropriate groups and support in place for new pupils.	From September 2015. Pupils on entry to Arnold Hill.	
	Pupils identified as SEN Support (K.) SEND Register has details of additional needs. Pupil profiles for SEN Support pupils on SIMS.	SIMS up to date with SEN details and all staff have access to relevant information.	Annually- Autumn term 2015 and on-going as additional needs identified.	

Ensure appropriate interventions in place to support pupil progress.	<p>'School watch' meeting with Achievement Heads of years 7-11.</p> <p>Meet with English and maths Heads of Faculties.</p>	<p>School watch and SEND pupils needing additional support agreed and interventions in place.</p> <p>Literacy and numeracy interventions agreed for SEND and school watch pupils not making progress.</p>	<p>Weekly from September 2015.</p> <p>Termly.</p>	
Exam access arrangements in place.	<p>Liaise with primary schools to find out which pupils had access arrangements in KS2 SATs and other assessments. Obtain copies of access arrangement applications. Add info to Year 6/7 transition info for teachers. School watch meetings with year achievement leads identify pupils needing access arrangements. Complete appropriate assessments.</p> <p>Identify pupils needing exam access arrangements for KS4/5 external exams.</p> <p>Complete assessments for applications.</p>	<p>All teachers aware of which KS3 pupils need access arrangements in exams and tests.</p> <p>Info easily accessible on SEND register and SIMS.</p> <p>Form 8s completed and exam access arrangements applied for online.</p> <p>SEND and medical evidence in files and on SIMS.</p>	<p>Summer/Autumn term of Year 6/7. On-going for KS3 pupils.</p> <p>Autumn term of year 10/12.</p>	

	Seek medical advice and evidence from health professionals.			
Improve the skills of teaching staff to meet the needs of pupils with SEND through Quality First teaching.	<p>Staff training programme to improve skills and knowledge of teaching and support staff for supporting pupils with SEND (including ASD, ADHD, hearing impairment, attachment and dyslexia) mental health issues (self-harm, bereavement, anxiety) and medical conditions (cystic fibrosis, diabetes.)</p> <p>SEN Drop-In sessions for staff to seek advice for supporting pupils with SEND.</p> <p>Staff training in use of radio aids for pupils with hearing impairments (HI.)</p>	Staff are confident in meeting needs of pupils with SEND and on-going medical conditions in school.	<p>On-going.</p> <p>INSET day and twilight training sessions.</p> <p>Sept 2015 and annually.</p>	
All educational visits are accessible in line with the SEN Code of Practice.	<p>Staff organising trips and visits liaise with SENCO and Educational Visits Coordinator to make necessary adjustments for pupils with disabilities.</p> <p>Risk assessments in place.</p>	Pupils with disabilities to access trips and visits as far as possible.	On-going.	
Modifications made to the school curriculum to meet the needs of individual	Explore the range of alternative options at KS4 for pupils working at	Alternative courses in place for identified pupils at KS4: ASDAN, Entry Level	From September 2015	

<p>pupils.</p>	<p>significantly below age-related expected levels.</p> <p>Community tutor to work with pupils not accessing mainstream school due to health needs including long-term physical medical needs, mental health, anxiety, eating disorders. Referrals made to Health Related Education Team.</p> <p>Close liaison with health professionals, including school nurse, paediatricians and CAMHS, to agree education plans.</p> <p>Referrals to specialist services, including for post-16 provision. EHC plans as appropriate.</p>	<p>English/maths, Functional Skills, BTEC home cooking skills.</p> <p>Pupils not accessing mainstream school lessons due to health needs have provision from community tutor, HRET and health professionals as appropriate.</p> <p>Part-time timetables and re-integration plans in place and communicated to the Local Authority.</p> <p>Pupils have long-term plans for provision, including post-16 where needed.</p>	<p>On-going</p> <p>At least termly.</p> <p>On-going.</p>	
<p>Classrooms arranged and organised in such a way as to enable the curriculum to be delivered for the maximum benefit for all pupils.</p>	<p>Seating plans in place for all lessons which take into account the additional needs of pupils.</p> <p>Lead practitioners in subject faculties work with teaching staff to create 'living wall' displays to support learning</p>	<p>Seating plans in all lessons.</p> <p>'Living walls' in classrooms which are regularly updated to match the content of lessons.</p>	<p>September 2015.</p> <p>On-going.</p>	

	<p>and pupil engagement and progress.</p> <p>Dyslexia-friendly strategies used for hand-outs and presentations.</p> <p>Liaise with health professionals including OTs re specialist equipment such as seating.</p>	<p>Pupils with dyslexia and literacy difficulties can access teaching materials.</p> <p>Specialist seating (eg. stools with backs, foot rests) available for pupils as needed.</p> <p>SEND pupil profiles detail the specialist equipment needed.</p>	<p>On-going.</p> <p>On-going.</p> <p>On-going.</p>	
Raise pupils' awareness of disability.	<p>Assemblies, curriculum and guidance programme promote understanding of disability, including mental health.</p> <p>Dyslexia awareness week.</p>	Positive academy ethos.	On-going.	
Improve access to learning for pupils with social, emotional and mental health (SEMH) issues.	<p>School watch meetings to agree interventions and support.</p> <p>Base and nurture support for pupils needing significant support.</p> <p>Pastoral mentoring programme in place.</p>	Pupils with SEMH make progress in learning.	On-going.	

	<p>Sixth form mentors. Referrals to school nurse and other specialist services including CAMHS, Educational Psychology Service. Springboard meetings to refer to specialist LA support services.</p>			
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<p>Improve support and provision within the classroom for pupils with disabilities, including writing difficulties.</p>	<p>Ensure access to specialist equipment and/or IT hardware for pupils to better access lessons and complete written tasks: laptops/notepads.</p> <p>Liaise with occupational therapists as appropriate for pupils with disabilities to ensure the correct equipment is made available.</p> <p>Individual teachers are made aware (Through training sessions and regular communication) of specific adjustments needed related to individual pupils in their classrooms.</p> <p>Staff training as appropriate.</p>	<p>Laptops and notepads available for pupils who have difficulties writing for extended periods, and for pupils with dyslexia/ASD who struggle to organise their ideas on paper.</p> <p>Writing slopes in all subject faculties for pupils with DCD, cerebral palsy and other coordination difficulties to enable them to write for extended periods.</p> <p>SEND pupil profiles and risk assessments detail any specialist equipment needed.</p> <p>Teachers and support staff are aware of the needs of pupils with disabilities and can make necessary adjustments in the classroom. Specialist equipment in place.</p> <p>Pupils with visual and hearing impairments are seated appropriately in the classroom.</p>	<p>On-going.</p>	
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Improving access to the physical environment				
Targets	Strategies	Outcomes	Timeframes	Goals achieved
External pathways and slopes accessible and conforming to regulations for those with mobility problems.	Ensure that plans for new building will improve accessibility. Regular site surveys to address on-going maintenance issues.	Improved access to all areas of academy. Wheelchair access to new build.	New build: September 2016. Lower school building: on-going.	
Appropriate signage to benefit pupils with visual impairments and dyslexia	Ensure signage is clear and well contrasted.	Pupils and visitors can navigate their way around school site.	On-going.	
Access to school site and buildings.	New building to be accessible for those with physical disabilities. Modifications made to lower school site to improve access.	New building fully accessible to wheelchair users. Improved access to other areas of school site.	Sept 2016. On-going.	
Seating arrangements	Specialist equipment : stools, footrests, handwriting slopes etc.)	Specialist equipment in place for individual pupils with disabilities.	On-going.	
Accessible parking for those with physical disabilities.	Ensure parking spaces are clearly defined. Temporary arrangements in place in case of pupils with short-term injuries.	Specific parking bays for people with physical disabilities.	On-going.	
Tactile steps, handrails and step edges are	Regular maintenance and repairs.	Steps, handrails and step edges meet safety	On-going.	

<p>painted and replaced accordingly.</p>		<p>regulations.</p>		
<p>Emergency evacuation plans to ensure safe evacuation in case of emergency.</p>	<p>Emergency evacuation plans take into account needs of those with disabilities.</p> <p>New building: In the event of a fire stairwells have emergency areas for those with physical disabilities to wait for emergency services.</p> <p>Personal emergency evacuation plans (PEEPs) for pupils, staff and visitors agreed and shared with appropriate staff.</p> <p>Liaise with health professionals to draw up PEEPs.</p> <p>Training for pastoral staff in completion of PEEPs for pupils with short-term injuries as well as long-term medical conditions.</p>	<p>Fire evacuation plan in place detailing plans for those with disabilities. All staff are aware of emergency procedures.</p> <p>PEEPs in place and linked to Emergency (fire) evacuation plan.</p>	<p>September 2015 New building- sept 2016</p> <p>From December 2015</p>	

<p>Toileting facilities for those with disabilities.</p>	<p>To ensure upkeep of toileting facilities to continue to fully meet the needs of those with physical disabilities Regular maintenance of disabled toilet facilities.</p>	<p>Disabled toilets accessible in all areas of school.</p>	<p>On-going.</p>	
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Improving the delivery of written information				
Targets	Strategies	Outcomes	Timeframes	Goals achieved
Pupils can access written information in lessons.	Key curriculum vocabulary to be displayed in classrooms. Use of 'living wall' displays to support learning. Self-help resources available for pupils to support their own learning.	Pupils able to access curriculum. Pupils have greater independence in lessons.	On-going.	
Teaching materials accessible to all pupils.	Materials enlarged for pupils with visual impairments. Buff coloured paper used for pupils with dyslexia.	Written materials in appropriate formats.	On-going.	
Appropriately differentiated work provided by staff to meet the needs of all pupils.	Readability check. Differentiated worksheets. Reading scores available to all staff.	Work is accessible to pupils at appropriate levels.	On-going.	
Signs and symbols visible around the academy.	Clear signage for all areas of school. Door signs on all classrooms with clear demarcations between subject faculties. Staff photos in all faculties.	Pupils can navigate their way around the school site.	On-going. Sept 2016- new building.	
Clear marking policy which is understood by all pupils.	Use of boost time to consolidate learning and improve progress. Marking of work- be clearly written comments, free from jargon and at appropriate language level. Marking of work provide clear instructions and	Marking policy in place which improves pupil progress.	Sept 2015.	

	opportunities for pupils to improve their work. Reflection time in lessons for written feedback to be discussed and interpreted.			
Availability of written material in alternative formats.	Make available school brochures, newsletters and other information in alternative formats. Enlarged materials for pupils with visual impairments.	Alternative formats available on request.	On-going.	
Access arrangements.	Coloured paper for exam papers, enlarged scripts for VI, readers and scribes, oral language modifier.	Appropriate access arrangements in place for pupils with disabilities to be able to complete exams and controlled assessments.	Autumn term Year 10/12.	
Improve school website.	More info available to access electronically.	Pupils and parents able to access key information electronically.	On-going.	