



Arnold Hill Academy Accessibility Plan 2020-2022

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
- Pupils with on-going Medical Conditions policy
- Equality and diversity policy
- Social, moral, spiritual and cultural (SMSC) policy
- School Improvement Plan



Context

Arnold Hill Academy is a large school and originally had a split-site arrangement. The academy underwent a significant building programme, which saw the replacement of the old upper school building with a new school building (A Block) in September 2016. One of the original buildings still in use (B Block) is over 50 years old. The 4 main buildings are spread across a large site, which is built on a hillside on different levels. The new building is more accessible to those with disabilities, including wheelchair users, and is closer to the other buildings. However, pupils and staff are still required to navigate their way around the school site throughout the day to access lessons and activities in different buildings, which can require considerable amounts of movement at certain times of the day.

Date of Plan:	September 2020
Date of Review:	every 12 months until September 2023
New Plan to be drawn up:	September 2023
Responsible staff member:	Mel Loyeau (SENCo)



Arnold Hill Academy Accessibility Plan

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, CAT tests & reading tests.	Detailed assessment data available to all staff, including details of literacy difficulties. Pupils identified for curriculum and SEND interventions.	Autumn and Spring term of year 7 & 8	
	In year-transfer and managed move pupils complete baseline assessments as above.	Appropriate groups and support in place for new pupils.	From September 2020. Pupils on entry to Arnold Hill.	
	Pupils identified as SEN Support (K) or EHC (E): SEND Register has details of additional needs. Pupil profiles for SEN Support pupils on SIMS and Edukey Provision Map- link through Classcharts for all staff.	SIMS and Provision Map up to date with SEN details and all staff have access to relevant information. Information from SEN register links with Class Charts/Provision Map.	Annually- Autumn term and on-going as additional needs identified.	
	Pupils with literacy difficulties/dyslexia	Dyslexia profiles on SIMS/Provision Map	As needed and at SEN reviews where K/E.	



	<p>identified as school watch (SW).</p> <p>Review and agree code of practice stage at SEN reviews</p>	<p>Decisions recorded and SIMS/Provision Map updated.</p>	<p>Termly</p>	
<p>Ensure appropriate interventions in place to support pupil progress.</p>	<p>‘Team Around the Child’ meeting with DHT pastoral, attendance lead & Heads of years 7-11.</p> <p>Meet with SENCO Heads of Faculties, literacy coordinator and SLT to agree intervention groups.</p> <p>RAG meeting to identify pupils not making progress for KS4 interventions.</p>	<p>School watch and SEND pupils needing additional support agreed and interventions in place following graduated response.</p> <p>Literacy and numeracy interventions agreed for SEND and school watch pupils not making progress.</p> <p>Targeted interventions in place to support KS4 pupils.</p>	<p>Bi-weekly</p> <p>Termly</p> <p>Weekly</p>	
<p>Exam access arrangements in place.</p>	<p>Liaise with primary schools to find out which pupils had access arrangements in KS2 assessments.</p> <p>Obtain copies of access arrangement applications. Add info to Year 6/7 transition info for teachers. School watch/TAC meetings with year heads identify pupils needing access</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/Classcharts</p>	<p>Summer/Autumn term of Year 6/7. On-going for KS3 pupils.</p>	



	<p>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>Seek medical advice and evidence from health professionals.</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>Autumn/Spring term of year 10/12.</p> <p>At start of course and by JCQ deadline dates for exams.</p>	
<p>Improve the skills of teaching staff to meet the needs of pupils with SEND through Quality First teaching.</p>	<p>Staff training programme to improve skills and knowledge of teaching and support staff for supporting pupils with SEND (including ASC, ADHD, hearing impairment, attachment and dyslexia) mental health issues (self-harm, bereavement, anxiety) and medical conditions (cystic fibrosis, diabetes.)</p> <p>Faculty SEN leads identified and training in place for them to disseminate SEN strategies and info to their faculties.</p> <p>SEN Drop-In sessions for staff to seek advice for supporting pupils with SEND.</p>	<p>Staff are confident in meeting needs of pupils with SEND and on-going medical conditions in school.</p>	<p>On-going. INSET day and CPD training sessions.</p> <p>Start HT2 2020</p> <p>Sept annually for staff with new teaching groups and with updates as needed during CPD sessions.</p>	



	Staff training in use of radio aids for pupils with hearing impairments (HI) and other specialist equipment.		Annually in Sept and with refresher training as needed	
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. Risk assessments in place.</p> <p>First Aiders on trips are aware of healthcare plans and are aware of any specific medical needs/procedures, (e.g. Diabetes)</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 pupils.	<p>Explore the range of alternative options at KS4 for pupils working at 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 Healthy Families Team,</p>	<p>Alternative courses in place for identified pupils at KS4: ASDAN, Entry Level English/maths, Functional Skills, BTECs.</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</p>	<p>Annually</p> <p>On-going</p> <p>At least termly.</p>	



	<p>paediatricians and CAMHS, to agree education plans.</p> <p>Referrals to specialist services, including for post-16 provision.</p> <p>EHC plans as appropriate.</p>	<p>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>Annual reviews for EHCs.</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>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 and pupil engagement and progress.</p> <p>Dyslexia-friendly strategies used for hand-outs and presentations.</p> <p>Show my homework site has resources from lessons to support blended learning which pupils can access to support learning in lessons.</p> <p>Liaise with health professionals including OTs and Physical Disability Team re specialist equipment such as seating.</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>Pupils with dyslexia and literacy difficulties can access teaching materials.</p> <p>Pupils not able to access school for health/disability reasons have full access to resources from lessons.</p> <p>Specialist seating (e.g. stools with backs, foot rests) available for pupils as needed.</p>	<p>September 2015.</p> <p>On-going.</p> <p>On-going.</p> <p>New pupils at transition (Year 6)</p> <p>On-going.</p>	



	SEND pupil profiles detail the specialist equipment needed.		On-going.	
Raise pupils' awareness of disability.	Assemblies, curriculum, Bright Days and guidance programme promote understanding of disability, including mental health. Specific disability awareness weeks celebrated (e.g. Dyslexia, ASC)	Positive academy ethos.	On-going.	
Improve access to learning for pupils with social, emotional and mental health (SEMH) issues.	School watch/TAC/RAG meetings to agree interventions and support. SEN and pastoral support for pupils needing significant support. Pastoral mentoring programme in place. Sixth form mentors. Referrals to Healthy Families Team and other specialist services including CAMHS, Small Steps, Family Service. Springboard meetings to refer to specialist LA support services (Educational Psychology Service and SFSS).	Pupils with SEMH make progress in learning.	On-going.	