

**School Accessibility Plan**

***2020 - 2021***

1. **Purpose and duty**

*This Accessibility Plan carries out the same duties as previously existed under the Disability Discrimination Act DDA and which have been replicated in the* ***Equality Act 2010:***

*• to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and*

*• to prepare and publish a* ***Disability Equality Scheme*** *to show how they will meet these duties.*

*According to the Act a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.*

*In accordance with the Act the plan focuses on three key areas:*

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

It is a requirement that the school’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The plan is reviewed and updated each year.

1. **Priorities**

At Whitehouse PRU we are committed to establishing equality for all pupils, their parents, staff and other users of the PRU.

In drawing up this Accessibility Plan the PRU set the following priorities:

* To provide safe access throughout the school for all PRU users.
* To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring to suit individual needs.
* To provide training to all staff regarding the needs of the disabled people and how to provide assistance to enable them to fully access the day and enjoy being within the setting.

Whitehouse PRU is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document and should be read in conjunction with the following:

* School Improvement Plan
* Special Educational Needs Policy
* SEN Information Report
* Curriculum Policy
* Health & Safety Policy
* Behaviour Management Policy, Medical policy
* Safeguarding policy and arrangements.
* Staff personnel policies including Sickness Absence,

This plan is shared with staff, governors, parents and community through the academy’s website. It is the responsibility of the whole PRU community to implement this plan in a manner which promotes an inclusive ethos at the PRU.

Next review date: Oct 2021

**The Accessibility Plan 2020 – 2021**

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| **Area 1:** Increasing the extent to which disabled pupils can participate in the school’s curriculum | | | | | |
| **Current good practice includes:**  In depth admission meetings seeks views of family, previous setting and professionals.  The planning and assessment system is specifically designed for pupils working below age related expectations.  The learning day is broken up into a series of shorter lessons to support pupils with lower concentration levels.  High levels of support are available within all classrooms to scaffold, resource and give advice.  There is a clear balance between academic learning and personal development.  Pupil Champions and Personal Development Mentors provide care and guidance to promote readiness for learning.  Resources and interventions to support Dyslexic pupils.  Work with Northcott outreach service to support pupils with ASD.  Work with IPASS outreach service to support pupils.  Computer learning programs to support learning including Lexia.  Work with The Bridge Speech and Language Service to assess and provide intervention for pupils with communication needs.  Work with The Bridge Occupational Health Therapists to assess and provide intervention for pupils with sensory needs.  All pupils are able to take part on school visits. | | | | | |
| **Aim** | **Action** | **Responsibility and**  **When** | **Resource/**  **cost** | **Intended Outcomes** | **Monitoring and Evaluation** |
| Ensure legal compliance at all times. | * Consistently implement requirements of the SEND Code of Practice. * Respond to any changes in legislation. * SEND policy in place. * SEND Report presented annually to LGB and uploaded on website. * Implement EHC Plans in statutory time frame. * CPD for staff to ensure are aware of roles and responsibilities. * Regular updates to LGB. | SENCO  Ongoing | SENCO time | Statutory compliance met.  Staff understand their roles and responsibilities.  SEND on a page is produced at the end of each term to share with LGB and Trust. | SENCO reports and SEN on a page. |
| Improve early identification of needs to ensure appropriate curriculum and provision. | * Request outreach reports from other agencies when outreach has been previously given. * Ensure assessment information including academic assessments, PDP documents and graduated response documents are sent across to the PRU prior to any admission meetings * During admission meeting create timeline of child development/milestones including any previous concerns, investigations, queries. * Investigate diagnostic tools for dyscalculia. | SENCO  Admission meeting leads | SENCO time | Detailed history of the pupils needs and involvement of other professionals. | Admission meeting paperwork |
| Improve transition into the PRU from mainstreams settings for dual registered pupils. | * At admission meetings for dual registered pupils plan with the school and family transition arrangements including visits to the setting, meeting staff and creating ‘My New School book’. * Transition plan/timetable created for each child. | Admission meeting leads |  | Pupils transition to the setting is appropriate to needs.  Pupils are clear of expectations, routines and feel comfortable to ask questions/seek help. | Transition plans/ timetables  My New School books for pupils. |
| Training for staff on specific SEN, disabilities and medical needs. | * Information gathered from parents, agencies, GPs is used to identify correct personalised planning requirements. * EHCP, graduated response medical, intimate care plans are in place for individual pupils and reviewed each half term/term. * Training needs for staff identified to support staff with medical needs. * Training planned and delivered by appropriate services. * Increase number of staff trained to administer medicines. * Training to be delivered on improving communication skills. | SENCO  Nov, Jan, April, June  SENCO  ongoing  SENCO  ongoing  SBM  SENCO and The Bridge | £300  £1000 | Educational, physical and medical needs of all pupils are met.  Additional personalised plans are in place where required.  Staff are able to plan a sequence of learning activities to improve communication skills. |  |
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| **Area 2:** Improve the physical environment of the PRU to enable disabled pupils to take advantage of education, benefits, facilities and services provided. | | | | | |
| **Current good practice includes:**  Visual timetables are in all classrooms.  Ramps are available at all accesses.  Alternative personalised learning spaces are available around the settings.  High levels of supervision as pupils move around the setting and at breaktimes.  Transport drop off and pick up areas are clearly identified and accessible.  Computers and headphones are accessible in all classrooms and the computing suite at all times.  All outdoor areas are accessible.  School has its own minibuses to transport pupils for visits. | | | | | |
| **Aim** | **Action** | **Responsibility and**  **When** | **Resource/**  **cost** | **Intended Outcomes** | **Monitoring and Evaluation** |
| Improve staff understanding of pupils with additional sensory needs. | * ASD special school to deliver training for all staff on ‘A Sensory Diet’. * SENDCo to arrange visit to another setting to observe ‘Sensory Circuits’ in place | SLT/SENDCO  February | £350 | Increased staff awareness on sensory needs of pupils within their class. Staff begin to build a sensory profile for pupils. |  |
| Improve sensory provision. | * Create quiet spaces on the playground for pupils to use at breaktimes and lunchtimes. * Use advice from Sensory Diet trainer and OT specialist to purchase resources to help individual pupils eg Therabands, chewy toys, weighted toys, weighted blankets. | SLT/SENDCO – ongoing | £1000  £1000 | Pupils are able to regulate own behaviour and be ready for learning.  Additional resources are purchased as per the advice of professionals and used within the classroom. |  |
| Improve IT resources for pupils working significantly before age related expectations for writing and/or those with poor fine motor skills | * Investigate IT resources, programs, APPs to support struggling writers to express ideas, draft and present. | Literacy Lead | £1000 | Pupils use IT resources to improve outcomes for writing and to engage with the writing process. IT resources support spelling, oral rehearsal of sentence structure and to express ideas. | Literacy lead report |

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| **Area 3: Improve the availability of accessible information to disabled pupils.** | | | | | |
| **Current good practice includes:**  High levels of staffing ensure instructions and information is able to be shared in an appropriate way.  Marking and feedback is streamlined and appropriate to the pupil.  Targets are in child friendly language and explained to the pupil.  Newsletters are child friendly.  Reading materials within lessons are matched to the reading age of the pupil. | | | | | |
| **Aim** | **Action** | **Responsibility and**  **When** | **Resource/**  **cost** | **Intended Outcomes** | **Monitoring and Evaluation** |
| Increase use of visual information as reminders and prompts for learning. | * Produce visual prompts, timetables and check lists for pupils to promote independence. | Class teachers | PPA time | Reduced levels of anxieties and increased levels of independence | Lesson visits |
| Website translate button added to website. | * Contact website designers and ask for this function to be available. | Admin  Nov | £300 | Translation option available. |  |
| Improve accessibility of self-reflection documentation of pupils. | * Review and revise self-reflection proformers for pupils to use at ePEPs, annual reviews and placement reviews. Consider use of scaling systems and visuals for areas for areas of self-reflection. | SLT  Nov | SLT time | Self-reflection paperwork is simple for pupils to read and complete. | Reports |

**Access audit**

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| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete action by** |
| Corridor access | Pupils access is good. Corridors are wide all with double doors to move through into other areas of the school. |  |  |  |
| Lifts | Working and serviced on an SLA |  |  |  |
| Parking bays | Car park includes disabled bays.  Car park has one way system with automated gates |  |  |  |
| Entrances | Automatic doors |  |  |  |
| Ramps | Monitored for wear and tear. |  |  |  |
| Toilets | Acceptable |  |  |  |
| Reception area | Accessible, no issues |  |  |  |
| Internal signage | Compliant |  |  |  |
| Emergency escape routes | Monitored regularly –Site Manager maintains signage  Fire drills regularly take place and are recorded. |  |  |  |