



BIRCHENSALE MIDDLE SCHOOL

ACCESSIBILITY PLAN POLICY 2020 - 2023

Date adopted by Governors: November 2020

Date of next review: November 2023

A handwritten signature in blue ink, appearing to be "WR", is positioned above the printed name of the Chair of Governors.

.....
Mrs W Rigby
Chair of Governors

Birchensale Middle School Accessibility Plan Policy 2020 - 2023

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 10051995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

The Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination Regulations, 2005 revised and added to the provision provided for disabled pupils within a school by requiring the school to:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The 2010 act requires that the above must be made in a reasonable time frame, after considering the disabilities of a pupil, his/her preferences and those expressed by his/her parents. The accessibility plan must be in a written format and available for external inspection. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. This plan will be monitored by the board of governors.

At Birchensale Middle School we have a general duty to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination
- Eliminate harassment related to a disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as “A person has a disability 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 carry out normal day to day activities.”

Key Objective

To reduce and eliminate barriers to access the curriculum and so lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability. We will anticipate the needs of those with disability and make reasonable adjustments to ensure that their needs are met to give them access to all aspects of school life.

Our Aims

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Ensuring that information that is provided in writing for students and adults who are not disabled is available in alternative formats for disabled students, staff, parents and visitors

What we currently provide at Birchensale Middle School to help make the curriculum accessible

A range of initiatives and strategies are currently in place:-

- Individual, county funded, support for students with an Education Health Care Plan (EHCP)
- Assessments by external professionals – Learning Support, Educational Psychologist, Occupational Therapy, Speech and Language Therapy, Autism Team, Visual Impairment Teacher, Hearing Impairment Teacher.
- Individual and small group support from outside agencies
- Individual small group support delivered by our own teaching assistants within the SEN budget
- Mentoring 1:1 basis for identified students
- Whole staff training on differentiation, teaching strategies and teaching styles
- Daily homework support– provided by the Learning Support team
- Extra literacy and numeracy support for years 6, 7 and 8
- 1:1 reading support provided by the Learning Support department
- Learning Mentor available to all students
- Small group sizes for less able students in core subjects
- EDM for selected individuals in Years 5 and 6
- Staff training on supporting pupils with ASD, ADHD, hearing/visual impairment
- Designated staff trained in 'Team Teach'
- Specific educational resources to support individual learning needs

Previous adaptations made to the school to enable greater access for pupils with disabilities:

- Disabled/Accessible toilet available for staff, pupils and visitors
- 2 designated parking bays for people with a disability
- Electronic whiteboards fitted in to all classrooms
- Ramp access to reception, hall and sports hall
- Disabled access to the bungalow

Supporting Policies:

Equal Opportunities

Anti-bullying

Special Educational Needs

Inclusion

Supporting Pupils with Medical Needs

Action Plan

Attached are three action plans relating to; improving access to the curriculum, access to the physical environment and improving the delivery of written information. These plans will be reviewed by SLT/Governing body.

Action Plan 1: Improving access to the curriculum

- Ensure all staff have specific training to meet the individual needs of all pupils
- All staff to be aware of the needs of pupils with SEND or other medical conditions.
- To monitor assessment data to identify progress for vulnerable groups and implement additional support/intervention as required where gaps appear.
- To purchase resources to support pupil's access to the curriculum.

Action Plan 2: Improving access to the physical environment of the school

- Ensure access around the school environment is suitable for visually impaired pupils, staff and visitors
- Classrooms are optimally organised to promote participation and independence of all pupils.
- Systems and structures are in place to allow pupils with medical needs to have easy access to parts of the school for needs to be met.

Action Plan 3: Improving the delivery of written information

- Review information presented to parents/carers to ensure it is accessible
- All SEND information including Individual Provision Maps to be made as accessible as possible.
- Improve use of technology/media to deliver information to all parents/carers.

Action Plan 1	Improving access to the curriculum for all pupils including those with disabilities			
Development priority 1:	Ensure all staff have specific training to meet the individual needs of all pupils			
Overall targeted outcome:	<i>Experienced/skilled staff can provide support and advice to others. Staff have the necessary skills/improved confidence in meeting the needs of individual pupils.</i>			
Strategies	Timescale	Resources	Responsibility	Success Criteria
Provide appropriate CPD related to areas of SEND i.e. ASD, ADHD Use expertise of individual staff to support others.	Ongoing according to needs of pupils joining the school.	CPD courses Staff meeting time	SLT/RB	Pupils are supported appropriately to access all areas of the curriculum. All staff completed Level 3 ASD training 2018/19. Staff completed Attachment training January 2018. Teachers/TAs completed various online SEN courses 2019/20
Development priority 2:	All staff to be aware of the needs of pupils with SEND or other medical conditions.			
Overall targeted outcome:	<i>All learning activities will be differentiated to meet the needs of individuals Pupils will be supported appropriately to make expected progress</i>			
Strategies	Timescale	Resources	Responsibility	Success Criteria
Staff to be given up to date information for SEND pupils through the SEN profile. Updated care plans and medical needs list to be made available to all staff.	SEN profile updated every Autumn and Spring. Care plans/medical needs - Autumn term + ongoing.	Time to amend information. Photocopying.	RB Office staff	Staff fully informed on pupil needs. Up-to-date information shared with all relevant members of staff. SEN profile updated at least twice yearly. 2020 OneDrive shared version allows for more frequent updates. Office staff keep care plans up to date and accessible for all staff.

Development priority 3:	To monitor assessment data to identify progress for vulnerable groups and implement additional support/intervention as required where gaps appear.			
Overall targeted outcome:	<i>All pupils will be on track to make expected levels of progress. Pupils will receive appropriate intervention and support.</i>			
Strategies	Timescale	Resources	Responsibility	Success Criteria
SLT to regularly review data and meet with HOD to identify groups/individuals who are below expectations. Identify and implement appropriate/successful intervention strategies.	Termly - beginning Autumn term 2018	Meeting time. Funding to purchase resources. Funding to employ additional staff to deliver intervention lessons.	SLT/RB	Staff make full use of assessment data to inform planning and identify appropriate intervention and support to enable all pupils to reach expected targets. HOD have received training on use of data 2018/19. Ongoing maths/English intervention has been implemented.
Development priority 4:	To purchase resources to support pupil's access to the curriculum.			
Overall targeted outcome:	<i>Pupils will be able to complete all learning tasks to the best of their ability. Resources will be planned for and used effectively to enable pupil progress.</i>			
Strategies	Timescale	Resources	Responsibility	Success Criteria
Identify areas where resources are lacking to enable pupils to access the curriculum. Ensure recommendations from external agencies have been identified and supplied.	Ongoing from Autumn term 2018	Research items needed and purchase as and when required.	SLT/RB + teaching/support staff	A range of resources are being used successfully to enable pupils to have full access to the curriculum and make progress. Resources are provided for specific pupils – Rapid Reading/Writing, coloured overlays, writing slope, Letterjoin programme, new interactive whiteboards, I pads

Action Plan 2	Improving access to the physical environment of the school			
Development priority 1:	Ensure access around the school environment is suitable for visually impaired pupils staff and visitors			
Overall targeted outcome:	<i>Visually impaired pupils/parents/visitors will be able to move around the school premises safely and with confidence.</i>			
Strategies	Timescale	Resources	Responsibility	Success Criteria
Visually Impaired advisory teacher and OT to complete audit of the school to identify areas for improvement/ development. Relevant changes made to the school to visually impaired pupils.	By July 2019	Time from VI teacher/OT Purchase necessary resources. Time to carry out any work.	SLT/RB Site manager	Improvement to the school premises and purchased resources will enable pupils to make better use of the school environment. <i>VI/OT audit completed Autumn 2018</i>
Development priority 2:	Classrooms are optimally organised to promote participation and independence of all pupils.			
Overall targeted outcome:	<i>All pupils can access resources and materials with minimal difficulty. All pupils can participate in tasks with minimal distraction.</i>			
Strategies	Timescale	Resources	Responsibility	Success Criteria
Staff to consider layout of classroom furniture in relation to needs of pupils. Classrooms to be clearly labelled to allow easy access to resources.	By December 2018 - then ongoing to support different learning activities.	Furniture/display boards/consumables to be updated as required.	Teachers/SLT to monitor	Pupils carry out learning tasks with confidence and an appropriate level of independence. <i>Classrooms audited for H&S review and all labelled. Accessibility considered for needs of specific pupils. Seating plans used to identify needs of pupils. *classroom layout is currently affected by Covid-19 guidelines</i>

Development priority 3:	Systems and structures are in place to allow pupils with medical needs to have easy access to parts of the school for needs to be met.			
Overall targeted outcome:	<i>Pupils with medical needs know what to do and where to go to have their needs met. Staff are made aware of pupil needs and the arrangements for them to be met.</i>			
Strategies	Timescale	Resources	Responsibility	Success Criteria
Care plans clearly state what arrangements are required for different pupils and where they can access support. Specific staff have easy access to pupil medication and can administer it as and when appropriate.	Autumn term 2018 and updated on a regular basis or when situations change.	Time to organise medication.CPD	Office staff SLT to oversee	Pupils with medical needs are able to have a full access to the curriculum and know where to go to have needs met. Specific arrangements are implemented to support the needs of individual pupils – use of accessible toilet for changing, use of the Bungalow to administer care needs, office staff trained to administer medication in school.

Action Plan 3	Improving the delivery of written information.			
Development priority 1:	Review information presented to parents/carers to ensure it is accessible			
Overall targeted outcome:	<i>All parents/carers will be able understand and respond information passed on from school. School information is available in a range of formats/languages</i>			
Strategies Ensure information on the website is clear and easy to read/understand. School office will support and help parents to access information and complete school form. Polish/Urdu speaking TA's will support parents with EAL.	Timescale From Autumn term 2018 Ongoing as and when the need arises.	Resources Support from Web design company Time to work with parents. Training for TA's	Responsibility SLT Business manager	Success Criteria School website and all other communication from school is available in a number of formats to cater for the differing needs of parents/carers. Parents have been given an opportunity to express views on presentation of school information. <i>Website has been updated and made more accessible. Staff are available to support parents to access information and use any new systems that have been put in place. Parents have completed annual questionnaires.</i>
Development priority 2:	All SEND information including Individual Provision Maps to be made as accessible as possible.			
Overall targeted outcome:	<i>Pupils/parents/carers and staff will be able to use relevant SEND information. SEND information will be up-to-date and provide relevant support for pupils.</i>			

Strategies	Timescale	Resources	Responsibility	Success Criteria
<p>SEN profile updated with any new information and saved in shared area. Amended IPM format to be completed for all pupils at SEN Support and EHCP. Pupil target sheets to be put in planners and shared with parents/teachers.</p>	<p>From Autumn term 2018 - then termly.</p>	<p>Time for SDa (HLTA) to update all current IPM. Time for RB/SD to review IPM documents.</p>	<p>RB/SDa</p>	<p>Pupils needs will be met more effectively. Pupils will have an improved knowledge of and commitment to achieving targets. Parents will provide relevant support for pupils to achieve targets.</p> <p>Pupil IPM targets updated and shared termly. TAs support allocated pupils with IPM targets.</p> <p>Edukey software purchased to produce IPMs providing easier monitoring and reviewing.</p>

Development priority 3:	Improve use of technology/media to deliver information to all parents/carers.			
Overall targeted outcome:	<i>Parents/carers will be fully informed on school events and have regular feedback on their child/children's progress.</i>			
Strategies	Timescale	Resources	Responsibility	Success Criteria
Collect feedback from parents/carers about ease of gaining information. Investigate other ways to present/share information to/with parents.	Spring Term 2018 + ongoing as new technology is introduced	Time to collect information. Time to implement new ideas.	PB (Business Manager) SLT	Parents will provide useful feedback which is acted upon to improve communication. Methods of communication will be established to enable all parents/carers to access the information they need to support their children. Recent changes with use of Office 365 and Parentpay provide new ways to communicate with parents. New website with frequent updates for parents and more informative.