



Heston

COMMUNITY
SCHOOL



ACCESSIBILITY PLAN

Updated: March 2018
Next Review: March 2019

This Plan is founded within our School ethos which provides a caring, friendly and safe environment for all members of our community.

Accessibility Action Plan

Aims

- a) To increase the involvement of those with specific needs in deciding action that impacts upon them.
- b) To increase access for those with a specific need to the physical environment of the School, the curriculum and ensure equality in regards to access to information.
- c) To evaluate and report to parents/carers on the success of the Action Plan in meeting its targets.

<u>Action</u>	<u>Review of What has been done</u>	<u>Potential Future Actions</u>	<u>Review</u>
<p>Increase access to the curriculum by:</p> <p><u>Lead Person</u> NDL IHA</p>	<ul style="list-style-type: none"> • Continuing with the work on Academic Literacy outlined in the School Development Plan. • Post-16 Induction introduces students to the importance of developing their academic language skills • The Academic Literacy Programme has been delivered through weekly tutor time activities and 4 dedicated Super Learning Days • Focus is on developing academic language, critical thinking and knowledge of current affairs. • High Attendance at the Super Learning Days • Post-16 Lesson Observations and Work Analysis evidence the development of subject-specific literacy as a real strength or well developed across as witnessed by current data 	<ul style="list-style-type: none"> • Use of Student Voice to support with the evaluation and development of our Academic Literacy Programme [Induction, tutor time activities and SLDs] • Use of the Teaching and Learning Dashboard [via Perspective] to evidence the WWWs and TPFs • Teaching and marking of Literacy, through analysis of: Lesson Observations; Work Analysis and Learning Walks. 	<p>Analysed on a regular basis.</p> <p>Evidence held by NDL on Literacy.</p> <p>IHA monitors Super Learning Day Activities and Post 16 Activities.</p> <p>March 2019</p>
<p>Increase access to the curriculum for SEND and HI students by:</p> <p><u>Lead Person</u> MSN</p>	<ul style="list-style-type: none"> • Students with a statement or Education Health Care Plan given priority. • Access to curriculum is improved for HI and SEND students using visuals and videos though individual iPads or tablets • TAs/TofD support and breakdown the content and language of the lesson into manageable aims 		<p>March 2019</p>

	<ul style="list-style-type: none"> • PowerPoint presentations are issued ahead of class time for TAs and students to adapt. • Pre-Lesson preparations take place for SEND and HI students • Continue the effective deployment of Teaching Assistants across the curriculum to enhance accessibility • Withdrawal programme for students with specialised teachers to raise literacy and numeracy levels 		
<p>Increase access to the physical environment by:</p> <p><u>Lead Person</u> MSN/KAU/CC/APE</p>	<ul style="list-style-type: none"> • Continue to assess access to the physical environment - especially with regard to Hearing and Visual Impairment • To continue the annual review of needs of visually impaired students in terms of the school buildings • Repainting of yellow lines for visually impaired and regular assessment of all access ramps around the school site • Individual Risk Assessments for students who have mobility needs or who may need an Evacuation Chair during a Fire Evacuation • HI has a flashing light for the fire alarm indicating a fire evacuation • Lockers distributed to those with physical disabilities and organisational to facilitate storage of books and personal items • Use of lifts where necessary with the issue of lift passes. • HI students having access to acoustically treated rooms which improve listening conditions 	<p>APE periodic check on all Resource Centre lighting including those in the Sports Hall</p>	<p>March 2019</p>
<p>Increase access to written materials by:</p> <p><u>Lead Person</u> KAU</p>	<ul style="list-style-type: none"> • Ensuring that students with Hearing Impairment have access to video resources by transcript and access curriculum by having written materials in advance of lessons so that they can be absorbed and learnt • Videos on BBC website are used with subtitles • Short, pre-prepared summaries are written to aid understanding 	<ul style="list-style-type: none"> • Store videos and create a database of videos which have been correctly categorised. • Improve access to videos, addressing issues of poor subtitling. • Explore consistency of approach among all teachers to improve access to written materials. 	<p>March 2019</p>

	<ul style="list-style-type: none"> • Pre/Post Tutoring 	<ul style="list-style-type: none"> • Explore how supply teachers are made aware of the needs of HI, VI and SEND students in class. 	
<p>Agree and formalise systematic procedures that collect views of reasonable adjustments by students with a disability, their parent/carer and advocates</p>	<ul style="list-style-type: none"> • Views are discussed and new plans created on a regular basis • Annual reviews are conducted with all stakeholders • Academic Mentoring Day is used to inform and plan the next steps • Inclusion file, diaries and planners • SEND and Deaf awareness training for all new staff, NQTs and refresher training on a needs basis • Inclusion Support Plans and Health Care Plans for most affected students. • Regular contact by telephone with parents, messages in diaries • Annual questionnaires to gather feedback from parents, students and staff. • Keyworker sessions • Student 1 to 1 meetings • HI Team meeting with teachers after each Data Harvest to review progress 		<p>March 2019</p>
<p>Agree to formalise systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extra-curricular activities</p> <p><u>Lead Person</u></p> <p>MOH/MSN/SLT (Reviewed in SLT planning and in Meetings)</p>	<ul style="list-style-type: none"> • Paper work to formally request student changes of rooms • Timetable has been reviewed and procedures publicised to all relevant Staff members via email, or meetings • Bi-annual Student Reviews take place in Multi-professional meetings which provide the key stimulus for family requests for reasonable adjustments and staff to review student needs • Feedback collected from various conversations with parents, students and borough advisors 	<ul style="list-style-type: none"> • Review by Inclusion Team, Learning Coordinators and Deputy Head (Curriculum) the need to alter procedures at the beginning of the year and publicise the mechanism by which adjustments are both discussed and actioned • Formalise meetings with Business Manager during the budget process to ensure the finance is available for those who may need to access external courses or other resources. 	<p>March 2019</p>

	<ul style="list-style-type: none"> • Role models are provided e.g. Hearing impaired coaches are used to run group sports for HI students when available 	<ul style="list-style-type: none"> • Liaise with PPG coordinator to establish where additional resources may support extra-curricular access and publicise these funds with both LCs & CLs • Formalise meetings between SENCO and Curriculum Deputy to capture follow up from the Multi-professional meetings 	
<p>Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to Governors Lead Person</p> <p>MSN/NCA/APE/CCU</p>	<ul style="list-style-type: none"> • Meeting to discuss the plan and its impact 	<ul style="list-style-type: none"> • Set meetings at the end of each term or when appropriate when situation changes. 	March 2019
<p>Agree process to publish annual reports to parents/carers on the success of the Action Plan in reducing discrimination and identifying further targets</p>	<ul style="list-style-type: none"> • Meeting to discuss the plan and its impact • Review and Assessment of measure in place and effectiveness 	Publish on the school website	March 2019
<p>Continue to make improvements to lift maintenance, installing ramps, lowering curbs, ensuring bannister rails are appropriate, kerbs and trip hazards are clearly highlighted and lighting is changed where appropriate as part of a rolling programme in the School</p>	<ul style="list-style-type: none"> • Risk assessments are completed for any physical challenges specific students may face • If any changes occur reports to Health and Safety Committee 	<p>APE/CC/MSN</p> <ul style="list-style-type: none"> • Assess the Asset Management Plan in relation to the student needs • Manually paint the curbs around the school site with yellow markings. Minimum annually. 	March 2019