

**Park Hill Thorns Federation Accessibility Plan
January 2022**

| Target | Tasks | Timescale | Resources | Responsibility | Monitoring |
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| Policies and Information Distribution | | | | | |
| Accessibility Plan Equality Statement becomes an annual agenda item | <ul style="list-style-type: none"> • Clerk to Governors to add to list of required publication details | Every Autumn Term | Time from SBM and SENCO Leads | SBM and SENCO Leads | Governors |
| Make available school brochures, school newsletters and other information for parents/carers in alternative formats. | <ul style="list-style-type: none"> • Review all current school publications and promote the availability in different formats for those that require it. • School to make itself aware of the services through the LA for converting written information into alternative formats • Monitor uptake of documents in alternative formats | On going | | All staff SBM | Head of School and Assistant Head |
| Availability of written materials in alternative languages – school information will be available for all | <ul style="list-style-type: none"> • The school will use information and translations provided by the EAL Team • School website has functionality to do google translate | On going | | Learning Mentor SBM | Head of School and Assistant Head |

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| <p>Training to raise awareness of equality and disability issues to result in whole school community awareness of issues relating to Access.</p> | <ul style="list-style-type: none"> • Discuss perception of issues with staff/governors to determine the current status of the school • Provide training for governors, staff, pupils and parents • At least 2 x yearly training for staff Special Days and assemblies alongside curriculum coverage for pupils (e.g. purple day / Sing Language Lessons) | <p>Training to be on going</p> | <p>Training</p> | <p>SLT</p> | <p>SLT</p> |
| <p>Ensure all policies consider the implications of Disability Access</p> | <ul style="list-style-type: none"> • Analyse the impact of the Behaviour Policy, Anti-Bullying Policy, Educational Visits Policy, Homework Policy and the Policy on Supporting Pupils in School with Medical Conditions. • Involve School Council when reviewing these policies | <p>As policies are reviewed</p> | | <p>Head of School and Assistant Head, Executive Head and School Council</p> | <p>Governors</p> |
| <p>Policies reflect and adhere to current legislation by the reviewing of Inclusion and Equal Opportunities for recorded evidence of</p> | <ul style="list-style-type: none"> • Review polices with staff and governors • Clerk to Governors to add to list of required publication details | <p>Annually</p> | <p>Time to monitor and review policies</p> | <p>Author of policies</p> | <p>Governors</p> |

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| how staff provide access in all areas to all pupils | | | | | |
| Premises | | | | | |
| Ensure that all areas of the school building and grounds are accessibility for all children and adults and to continue to improve the access of the physical environment for all | <ul style="list-style-type: none"> • Head of School and Assistant Head and School Business Manager to audit the accessibility of the school buildings and grounds. • Information to be shared with the FGB • Action plan to be drafted to work alongside this document • Review Personal Evacuation Plans • Improve/review signage around the buildings • Review film on classroom windows | <p>On going</p> <p>Every September</p> <p>On going</p> <p>Every Summer term</p> | <p>Funding to make adaptations to building and grounds</p> <p>Design new signs</p> <p>Funding for adaptations</p> | <p>SBM, SLT and Governors</p> <p>All staff</p> <p>Learning Mentor and SBM</p> <p>SENCO and SBM</p> | <p>SBM, SLT and Governors</p> <p>SBM</p> <p>SBM</p> <p>SENCO and SBM</p> |
| To continue improving communication for any hearing impaired member of the school community | <ul style="list-style-type: none"> • Work with IDS to improve the acoustics within the building • Install new panelling in classrooms • Review need for Sound Field Systems within classrooms | <p>On going</p> <p>Review every summer term</p> | <p>Funding where needed</p> | <p>SENCO and SBM</p> | <p>SENCO and SBM</p> |

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| | <ul style="list-style-type: none"> Hire equipment to help with hearing impairments | | | | |
| Training | | | | | |
| All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum | <ul style="list-style-type: none"> Review the needs of children with specific issues provide all with relevant training. Specific training 2 x yearly SEN audit to identify training needs | Every September and on going | SENCO time | SENCO | Executive Head |
| | | Twice a year | Training budget and SENCO cover | SLT | Executive Head |
| Curriculum and Activities | | | | | |
| All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | <ul style="list-style-type: none"> Review all out of school provisions to ensure compliance with legislation | On going | Educational Visits Co-ordinator to review trips with Class Teachers | EVC | EVC |
| Create effective learning environments for all utilising feedback from pupils, teachers and specialists | <ul style="list-style-type: none"> Review classroom layouts ensuring that they are optimally organised Review the furniture and equipment used – does it support the learning process in individual class bases Review accessibility of computers / ipads / laptops | On going | Costs will depend on annual reviews | All staff | Head of School and Assistant Head, through lesson observations and sampling lesson planning SLT and Governors |

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| | <ul style="list-style-type: none"> / netbooks / interactive boards • Involve pupils to review hard and software used in school • Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil needs. | | | | |
| Lessons will start on time without the need to make adjustment the needs of individual pupils | <ul style="list-style-type: none"> • Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement | On going | | All staff | SLT through observations |
| All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed | <ul style="list-style-type: none"> • Head of School and Assistant Head will ensure appropriate test papers and reports are provided in order to apply for access arrangements | | | | |
| Increase participation in school activities so all pupils have their needs met | <ul style="list-style-type: none"> • Annual audit of participation in extra-curricular activities and identify barriers | Termly | Review club lists | Head of School and Assistant Head | Head of School and Assistant Head |
| Attitudes | | | | | |

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| <p>Promote positive attitudes to disability</p> | <ul style="list-style-type: none"> • Review PSHE Curriculum • Review Assembly Programme • Review local disability groups in assemblies and visits to schools • Items for the newsletter highlighting achievements for pupils with disabilities | <p>Every 3 year policy review</p> | | <p>Executive Head and SLT</p> | <p>Governors</p> |
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Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that some teachers found useful in thinking of a range of adjustments they might want to make.

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| <p>1. Pre-planning information.</p> <ul style="list-style-type: none"> • Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? • Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils needs will/can be met seek advice from Inclusion Lead, Visual Impairment SENCO, Phase Leader, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals | |
| <p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none"> • one to one peer support • collaborative teaming • group work • valuing difference of race, gender, ethnicity, disability or religion • How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class? | |
| <p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none"> - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas, - extension work - recall of previous work, - links to future work, - clear instructions. <ul style="list-style-type: none"> • Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment for some students to enable them to participate fully? • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? | |
| <p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment | |

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| <p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT | |
| <p>6. Self Presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? | |
| <p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? | |
| <p>8. Classroom organisation</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, e.g.: sit on own - learning difficulties who need a lot of support, e.g.: next to peer supporter - short attention span, e.g.: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how? | |
| <p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, e.g.: stronger reader/weaker reader? | |
| <p>10. How will you deal with unexpected incidents? Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies, meltdowns?</p> | |
| <p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; | |

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| <ul style="list-style-type: none">• achieving;• interacting with their peers. | |
| <p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none">• Do you have a scheme for assessing the achievements of all?• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?• How will you involve pupils in assessing their progress? | |