



Eden Boys

### **Accessibility Plan 2019-2020**

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

Increasing the extent to which disabled pupils can participate in the School curriculum				
Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<ul style="list-style-type: none"> <li>- Undertake an audit of staff training requirements</li> <li>- Be aware of staff training needs on curriculum access</li> <li>- Identify online learning training provider/modules if required</li> </ul>	SEN/D Coordinator	<ul style="list-style-type: none"> <li>- Cost of differentiation training £1500</li> <li>- 1-day staff INSET time equivalent</li> </ul>	- On-going and as required	<ul style="list-style-type: none"> <li>- Comprehensive audit prepared</li> <li>- Priority list of staff training identified</li> <li>- High quality training provider sourced, costed and priority training modules purchased</li> </ul>
<ul style="list-style-type: none"> <li>- Ensure classroom support staff have specific training on disability issues</li> <li>- Ongoing programme of staff training in disability awareness to reflect needs of pupils within the school and anticipatory duties. Focus on hearing loss and ASD.</li> <li>- Staff access appropriate CPD</li> <li>- Online learning modules if required</li> </ul>	SEN/D Coordinator	<ul style="list-style-type: none"> <li>- 3 days equivalent training</li> <li>- 1-day equivalent time with specialist hearing loss staff</li> <li>- £2000 cost of online training</li> </ul>	- As required	<ul style="list-style-type: none"> <li>- Staff aware of pupils with identified disabilities highlighted in staff training sessions, medical logs and SEND</li> <li>- Staff training programme drafted based upon pupil and staff need</li> <li>- Ensure all staff are aware of disabled children's curriculum access</li> <li>- Staff commence completion of a minimum of one training session/module (if necessary)</li> </ul>
<ul style="list-style-type: none"> <li>- Ensure all staff are aware of disabled children's curriculum access</li> <li>- Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement</li> <li>- Set up a system of individual access plans for disabled pupils when required</li> <li>- Information sharing with all agencies involved with child</li> </ul>	SEN/D Coordinator	<ul style="list-style-type: none"> <li>- 2-hour training time for all staff</li> <li>- 3 days equivalent administrative time</li> </ul>	- On-going and as required	<ul style="list-style-type: none"> <li>- All staff aware of individuals needs</li> <li>- National Curriculum Inclusion statement shared with teaching staff</li> <li>- Access plans written, and staff implement actions specified</li> </ul>

<ul style="list-style-type: none"> <li>- Train staff in clear communication strategies for pupils with Hearing Impairment</li> <li>- Position pupils appropriately in the classroom</li> <li>- Implement individual actions as specified in individual SEND Service Advice Sheets</li> </ul>	<p>SEN/D Coordinator</p>	<ul style="list-style-type: none"> <li>- £1000</li> <li>- 1 x training day equivalent</li> </ul>	<ul style="list-style-type: none"> <li>- At least once annually but on going and as required</li> </ul>	<ul style="list-style-type: none"> <li>- All staff received specific training on HI</li> <li>- Seating plans written in accordance with SEN and Disability Service advice sheets</li> <li>- Personalised actions on SEND Advice sheets fully implemented</li> <li>- SEND pupils make at least similar progress to all pupils nationally</li> </ul>
<ul style="list-style-type: none"> <li>- Implement a Personal emergency evacuation plan for each pupil</li> <li>- Regular checks and tests from LCC on user equipment for HI or other</li> <li>- Staff training in use of equipment</li> <li>- Termly review meetings with LCC</li> </ul>	<p>Estates Manager</p>	<ul style="list-style-type: none"> <li>- Time to meet with parents and pupils to develop PEEPs</li> <li>- 1 x hour staff training session in PEEP familiarisation and implementation</li> </ul>	<ul style="list-style-type: none"> <li>- By October of each academic year (reviewed 6 monthly)</li> <li>- As specified by LCC on a pupil to pupil basis</li> <li>- Termly meetings</li> </ul>	<ul style="list-style-type: none"> <li>- PEEP plans completed for all pupils in line with pupil need</li> <li>- All pupils safely evacuated from school site on emergency tests (and actual)</li> <li>- Estates staff ensure that pupils with hearing impairment are familiar with the sound of the fire alarm</li> <li>- All staff trained in use of hearing aid equipment and operate</li> <li>- Pupil access to curriculum improved</li> </ul>
<ul style="list-style-type: none"> <li>- Increase confidence of all staff in differentiating the curriculum</li> <li>- Assign CPD for differentiation and recording methods</li> </ul>	<p>SEN/D Coordinator Senior Leadership Team</p>	<ul style="list-style-type: none"> <li>- £1000 curriculum resources</li> <li>- £500 trainer costs</li> <li>- 1 x training day equivalent</li> </ul>	<ul style="list-style-type: none"> <li>- As required (in accordance with identified professional development programme)</li> </ul>	<ul style="list-style-type: none"> <li>- Increased staff confidence in strategies for differentiation</li> <li>- Increased pupil participation in lesson and outcome data for identified groups of pupils</li> <li>- Lesson plans show evidence of planning to meet individual need</li> </ul>
<ul style="list-style-type: none"> <li>- Ensure ICT is appropriate for pupils with disabilities to support learning.</li> <li>- Review accessibility of ICT (including screens and computers) using specialist expertise as required</li> <li>- Involve pupils in review of hard &amp; software.</li> <li>- Prioritise new software to purchase.</li> <li>- Install identified software where required</li> <li>- Train TAs and admin staff software use</li> </ul>	<p>ICT Technician SEN/D Coordinator Vice Principal</p>	<ul style="list-style-type: none"> <li>- 4 days to audit ICT provision time</li> <li>- 1-day equivalent pupil meeting time</li> <li>- 2 days training time for TAs</li> </ul>	<ul style="list-style-type: none"> <li>- As required</li> </ul>	<ul style="list-style-type: none"> <li>- Wider use of SEN resources in classrooms</li> <li>- Modified equipment purchased to meet need</li> <li>- All relevant staff receive training in use of new software and hardware</li> <li>- Software and hardware in use in specified lessons and impact upon pupil attainment</li> </ul>

<ul style="list-style-type: none"> <li>- Review PE curriculum to ensure PE accessible to all</li> <li>- Gather information on accessible PE and disability sports</li> <li>- Seek disabled sports people to come into school</li> </ul>	PE coordinator	<ul style="list-style-type: none"> <li>- £600 cover time equivalent</li> </ul>	<ul style="list-style-type: none"> <li>- As required</li> </ul>	<ul style="list-style-type: none"> <li>- Review of PE curriculum completed</li> <li>- All pupils able to access PE curriculum</li> <li>- Range of information gathered, assessed and any relevant actions identified</li> </ul>
<ul style="list-style-type: none"> <li>- All educational visits to be accessible to all</li> <li>- Develop guidance for staff on making trips accessible</li> <li>- Ensure each new venue is vetted for appropriateness</li> </ul>	Principal Educational Visits Coordinator	<ul style="list-style-type: none"> <li>- 5 days equivalent staff time</li> <li>- EVOLVE update training</li> </ul>	<ul style="list-style-type: none"> <li>- As required</li> </ul>	<ul style="list-style-type: none"> <li>- All educational visits accessible to all pupils</li> <li>- Accessibility guidance for trips and visits developed and implemented in accordance with trust policy</li> </ul>
<ul style="list-style-type: none"> <li>- Increase participation in school activities.</li> <li>- Audit participation in extra-curricular activities and identify any barriers.</li> <li>- Ensure school activities are accessible to all pupils.</li> <li>- Investigate TA flexibility to cover extra-curricular activities if needed</li> </ul>	Leadership Team Estates Manager	<ul style="list-style-type: none"> <li>- TA cover time £300</li> <li>- 1-day training time needed on risk assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly</li> </ul>	<ul style="list-style-type: none"> <li>- All visits and trips to secure a minimum of 95% attendance</li> <li>- Extra-curricular audit developed, completed and analysed.</li> <li>- Review school activities</li> </ul>
<ul style="list-style-type: none"> <li>- Review all trust policies to ensure school fully complies with the implications of disability access.</li> <li>- Involve Pupil Shuraa in review</li> </ul>	Principal	<ul style="list-style-type: none"> <li>- Staff meeting and development time for homework section on the school website</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Trust policies linked to DDA fully implemented</li> </ul>

## Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services

Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
<ul style="list-style-type: none"> <li>- Every area of school, both internal and external is accessible by disabled and wheelchair users and complies with DDA 2005</li> <li>- External paths all laid for wheelchair use.</li> <li>- Ensure appropriate line and step markings in place for disabled pupils and adults</li> <li>- All light switches at wheelchair height.</li> </ul>	Estates Manager	<ul style="list-style-type: none"> <li>- 5 days staff time</li> <li>- £15,000 Estates Budget</li> </ul>	- Ongoing review	- School building fully complies with DDA
<ul style="list-style-type: none"> <li>- Provide a wheelchair accessible toilet on each floor with electronic changing tables</li> <li>- Disabled toilet accessible by identified keys</li> <li>- Assess requirements for new intake and new in year admissions</li> </ul>	Estates Manager	- Maintenance Budget £2500	- Ongoing review	- Physical accessibility of school increased with wheelchair accessible toilet with changing facilities
<ul style="list-style-type: none"> <li>- Provide temporary (or permanent) lift fob to pupil(s) requiring lift access</li> <li>- Assign TA or pupil buddy to accompany disabled pupil in lift</li> <li>- Train pupil(s) / TA in emergency procedure in lift</li> <li>- Brief and train disabled pupils not to use lift in emergency evacuation</li> <li>- Assess requirements for new September intake / in year admissions</li> </ul>	Estates Manager	<ul style="list-style-type: none"> <li>- Cost of TA £5000</li> <li>- Fob costs</li> <li>- Identified buddy</li> <li>- Time to train identified buddy</li> </ul>	- Ongoing/as required	<ul style="list-style-type: none"> <li>- Physical accessibility of school increased with access to lift key fob and supporting TA</li> <li>- Pupil and associated personnel fully trained and confident with emergency lift procedures</li> <li>- Requirements for 2019 intake ascertained</li> </ul>