

**NORTHCOTT SCHOOL**

Accessibility Plan

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| Created By: | Headteacher |
| Approved By: | Local Governing Body |
| Version: | 1.1 |
| Created on: | November 2018 |
| Amended on: | May 2021 |
| Next review date: | 3 years (or any changes in legislation) |

**Accessibility Plan:**

**Introduction**

The SEN and Disability Act 2001 extended the Equality Act 2010 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils:

Not to treat anyone differently in relation to ability, gender, sexuality, religion or race.

To remove barriers to learning for pupils with SEND and those classed as disadvantaged.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the act:

Increasing the extent to which pupils with a disability and or protected characteristics can access the full school curriculum

Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated experiences

Improving the delivery to pupils with a disadvantage, staff, parents and visitors of information which is provided in a variety of formats including different languages if appropriate.

Northcott School caters primarily for pupils with speech, language and communication difficulties, 80% of our cohort have a diagnosis of ASD. As a ‘special school’ we focus our resources to ensure equality of access for all pupils regardless of disadvantage with individual needs assessed and resourced in order to ensure developmental progression in all areas.

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| **1: Increasing the extent to which pupils can participate in the school curriculum** | | | |
| **Target** | **Implementation**  **(& Responsibility)** | **Timescales** | **Success Criteria** |
| To provide personalised quality first teaching | Inset for teachers on differentiating and personalising the curriculum, including targeted interventions for pupils with additional needs  Audit existing accreditation and research suitability of introducing new accreditations to meet diversity of pupil needs  (All staff) | Daily | Pupils have a purposeful, personalised learning experience and are engage, supported and challenged to make improved and sustained progress  Effective interventions which have a positive and measurable impact on pupil progress and achievement levels  Lesson observations / assessments show that all children make at least sustained progress  Pupils leave with appropriate exit accreditations up to and including GCSE |
| To improve staff awareness of individual pupil needs | Work with a range of agencies e.g. SALT, IPaSS, CTLD, CAMHS to access specialist advice  Appropriate use of specialised equipment to benefit individual pupils e.g. slope boards, coloured overlays, teaching of touch typing skills  Improved systems for sharing and accessing pupil information e.g. Behaviour Watch, Teacher Folders (Cohort lists, abilities, needs analysis), Pupil Passports, CPOMS, (All staff) | Daily  As and when required  September 2021 | Advice will be reflected in teaching planning and pupils’ IPPs  Lesson observations / learning walks / assessments show evidence that systems / equipment etc. being used consistently and effectively & impacting on pupil progress |
| To further develop communication strategies | Improve and implement revised system for monitoring and measuring effect of Communication programmes | September 2021 | There is a robust system in place which measures and records progress more accurately which in turn impacts on pupils’ progress in relation to social communication and interaction skills |
| To support pupils in the understanding of their own ASD | To increase support for individual pupils learning about their ASD, as appropriate  Sessions then to be timetabled for individuals  ELSA team to be increased and Peer mentor role to be created  Support for internal regulation room with those needing sensory regulation and skills to avoid crisis behaviour | September 2021 | Pupils who are able to understand, have a greater awareness if their own skills and difficulties, and begin to develop coping strategies |
| To promote disability awareness and understanding | To introduce the Inclusivity Charter written by pupils and the Head Start Mark of Excellence to ensure all pupils and staff raise awareness and understanding of different disabilities, genders, identities, sexualities, religions and culture as part of being a good citizen | To be implemented and launched by Sept 2021 | Increased understanding and acceptance of equity rather than equality that everyone needs something different at times, fairness vs sameness. |
| To extend the use of ICT to promote learning | To develop communication skills  To develop handwriting skills  To develop creative writing skills  (ICT Co-ordinator) | By December 2021 | More children using ICT to access the curriculum where bespoke intervention needed and more pupils can have regular access to specific ICT facilities through increase in school provision |

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| **2: Improving the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services** | | | |
| **Target** | **Implementation**  **(& Responsibility)** | **Timescales** | **Success Criteria** |
| To take into consideration colour choice / contrast in any signage / re-decorating of the school | Advice on colour choice / contrast sought when any redecoration / signage is planned  (Site Manager / Head Teacher) | Ongoing | All new signage has visual clarity  School environment appropriate for pupils with sensory needs |
| To ensure that the classroom learning environments match the needs of the pupils | Teachers to adapt classrooms accordingly  (SLT and all staff) | Ongoing | Enhancement of environment to improve access of all learners |
| To commission a site audit of Provision to consider re-configuration of existing space  Report any appropriate recommendations / costing to be considered by SLT and Governors | Ongoing to reflect increase in numbers | Building is better configured to meet changing needs of more complex and challenging pupils, including:  Sufficient 1:1 teaching spaces  Improved access to ‘quiet’ rooms and alternative choice spaces  Learning environment enables behaviour challenges to be managed more effectively – pupils able to better access curriculum |
| To improve accessibility of school staff  All staff to wear visible photo ID | To update welcome photo board in the entrance corridor  (Site Manager / Head Teacher)  New staff to have their photo taken on starting to ensure staff/pupils are aware who they are. ID badges to be procured from external provider at same time as starter form | Ongoing | All stakeholders have greater awareness of who all staff / governors are  Improved communication of staff |
| To provide a range of outdoor learning environments for the diverse range of pupil needs | To review and improve the facilities outside the classroom environment in order to provide alternative options for pupils and engage spaces outside of the building. | Ongoing, reviewed termly | Pupils able to enjoy leisure / learning experiences which may otherwise be inaccessible to them  Pupils to have increased choice of alternative spaces for regulation |

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| **3: Improving the delivery of information that is provided in writing for pupils / stakeholders** | | | |
| **Target** | **Implementation**  **(& Responsibility)** | **Timescales** | **Success Criteria** |
| To continue to adapt the written format for pupils with a visual impairment to facilitate access to the curriculum | Preparation time for IPaSS staff  Support from IPaSS service  (Head Teacher / IPaSS) | Ongoing | Appropriate access for VI pupils  Improved staff expertise |
| To continue to develop a range of visual resources for use in lessons | Visual Resources to be bespoke to individual class settings/pupils  Teachers to liaise with Communication team re. development of these, as needed  (Communication team / All staff) | Weekly | Autism practice in evidence across the whole school which improves pupils’ curricular access, on task behaviour, independence and progress, recognised by the Autism Accreditation (NAS) |
| To develop the use of visual timetables and individual planners | Staff to review the format of visual timetables / planners individual pupils use  ( All staff). To be implemented for individuals where needed. | Weekly | Individual pupils are using the format which is the most meaningful to them and best develops their independence skills |
| To improve accessibility of information for parents | To regularly update school website which provides greater range of information for parents / is easily navigable  (Head Teacher)  Continue use of Twitter social media account to communicate with parents regularly about school events/class work  Use of class dojo/showbie where appropriate for home school liaison  Continue to use text/email based communication alongside existing communications  Polish speaking admin member of staff appointed to translate for EAL parents (Eastern European families makes up a significant % of our EAL pupils) | Ongoing, updated half termly  Implemented in Sept 2017, updated regularly  As and when required  Sept 2020 | Parents better informed and supported  Parents are informed of changes and key information quickly, visual means for those less able to read lengthy text  Teachers to Parents communication using email and text to communicate key messages  Key documentation, phone class and concerns can be translated to remove barriers |