



Section I: Vision Statement

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, gender identity, sexual orientation, physical disability or learning difficulty. As a special school for children with severe learning difficulties, we are continually working to ensure that we not only meet the needs of people with disabilities, but provide the best possible education for our children, in an appropriately stimulating environment. We strive to raise the profile of people with disabilities in the local community through maintaining strong links with our partner schools and other community organisations, as well as offering support and training for other professionals in their own setting and at Frank Wise School.

Improving standards in accessibility is therefore of paramount importance to us, and threads through all aspects of our practice and reflection. This plan draws together many of the key strands which we are currently reviewing and developing, and which help to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. To increase the extent to which pupils with disabilities can participate in the school curriculum.
2. To improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. To improve information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Equality Scheme.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

All staff and other stakeholders are invited to contribute to our three-yearly School Development Plan and are regularly consulted on their views via questionnaires. Over the past year parents and families have also been asked to comment on the school's communication and our approach to disability and equality. The findings from these exercises are incorporated into our SDP and this plan.

Section 2: Aims and Objectives

Aim: To Increase access to the curriculum for pupils with a disability.

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person Responsible	Date to complete actions by
A school curriculum, adapted from the National curriculum, is being implemented to ensure all pupils continue to make excellent progress towards challenging objectives.	To revise the school Curriculum Framework in line with improvements to classroom practice and subject content, and to ensure it meets the needs of all pupils.	Dedicated staff inset time to review and edit Curriculum document for PSHE, R.E, P.E. Science, Post-16, Drama, Literacy and MFL.	Subject leaders and Senior teacher for Post-16.	<ul style="list-style-type: none"> • July 2017: PSHE & R.E • July 2018: P.E., Post-16 and Science • July 2019: Drama, Literacy and MFL
All pupils in Key Stage 4 are currently accredited using AQA, working from a bank of pre-written units.	To identify alternative approaches to accreditation at KS4, to ensure greater equality of opportunity and personalisation of learning for all pupils.	Staff working party led by KS4 teachers, investigating alternative approaches to accreditation including City and Guilds, agreeing changes to implement for September 2017.	KS4 teachers Deputy Headteacher	July 2017
School curriculum framework and school policies ensure all pupils learn to learn in a positive, safe environment.	To develop our professional knowledge and understanding of mental health for all students with SEND.	Whole school Inset day with external trainer, reviewing current good practice and identifying areas to develop.	Deputy Headteacher	January 2017
Robust systems in place to monitor the quality of planning, teaching, learning, assessment and reporting back to parents, led by subject leaders and senior leadership team.	To review and evaluate the effectiveness of our approaches to planning for, and delivering differentiated learning to, all pupils across the curriculum.	Twilight inset time allocated for discussions. Subject leaders to focus on this theme for Spring term 2017 reports. Actions to feed into subject action plans.	Class teacher (ITT lead) (SDP target)	May 2017
School curriculum framework, school policies, handbook and new staff induction includes provision for meeting pastoral care needs.	To review the extent to which the school delivers effective pastoral care for all pupils.	Twilight inset time to review current provision, and agree changes to implement moving forward	Class teacher (SDP target)	May 2017
Curriculum Framework and New Teacher induction schedule gives guidance for consistent delivery of Extension Activities.	To review the effectiveness of Extension Activities for ensuring sustainable target related learning happens for all pupils.	Twilight inset time allocated to review current provision and agree changes to implement moving forward.	Class teacher (SDP target)	May 2017
Current assessment is highly qualitative, through Annual review and Group work Recording documents.	To review the need for an Independent Living Skills Assessment.	Twilight inset time allocated to discuss, create, review and implement Independent Living Skills Assessment	Senior teacher for Post-16 and KS5 teachers, PSHE subject leader.	July 2018

Aim: To improve and maintain access to the physical environment

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person Responsible	Date to complete actions by
<p>Staff handbook and induction clearly outlines good practice. There is an open culture of reporting concerns back to teaching team and leadership team. Expectations are regularly reviewed at monthly staff meetings.</p>	<p>To review the efficacy and child experience of bathrooms.</p>	<p>To seek views from Student council (via questionnaire to be completed) To create a costed action plan to implement pupil suggestions for improvements. To seek and secure external sources of funding</p>	<p>Class teacher (SDP target) Site manager Resource manager</p>	<p>May 2017</p>
<p>Current wildlife garden has full disabled access, including stopping points on sloping brick pathway and strongly coloured path edging for visually impaired pupils.</p>	<p>To complete work to wrap the wildlife garden from 5fg classroom around to the GC building to give greater accessibility to older students.</p>	<p>To get quotes and secure funding to extend the pathway. To liaise with a company to build the path and install a secure gate and appropriate safety fencing.</p>	<p>Class teacher (LOtC lead) Site Manager</p>	<p>March 2017</p>
<p>Ofsted graded as Outstanding the quality of teaching and learning and the provision of a positive, safe learning environment, in the last three Ofsted inspections.</p>	<p>To review classroom provision for secondary classes, based on their ability to meet the learning needs of all pupils, and to create an action plan.</p>	<p>Staff and pupil questionnaire used to inform an action plan. To gather quotes for building / renovation work. To seek funding for this work.</p>	<p>Class teacher (SDP target) Site Manager Senior Leadership Team</p>	<p>July 2019</p>
<p>The secondary play area is now fully available to pupils, now that the GC build is completed. It is grassed, and is a blank canvas for future development. Some pupils are successfully playing, or being supported to play.</p>	<p>To plan for the implementation of a suitable secondary play area, which meets the full spectrum of pupil needs.</p>	<p>Twilight inset time to agree aims and plans. To liaise with companies and gather quotes. To ensure a range of pupil voices are heard, and ideas integrated into the action plan.</p>	<p>Class teacher (SDP target)</p>	<p>July 2019</p>

Aim: To improve the delivery of written information to pupils

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person Responsible	Date to complete actions by
School OSLO writes and shares regular OSLO news letters. She also attends events with an information stall, and is available for parents to phone, email or tweet.	To improve how we communicate CIAEG information to students and families, sign-posting them towards opportunities beyond or outside of school.	To plan, publicise and deliver a CIAEG event. To create a short video outlining opportunities, which can be accessed at any time by students and families on the school website.	School OSLO, Post-16 Senior Teacher Assistant Headteacher	December 2017
A small number of pupils can read and write. Some pupils communicate using augmentative systems such as Makaton and PECS. Some are verbal.	To broaden the use of Wikis for promoting self- advocacy and information sharing.	Staff working party led by IT subject leader and teachers, Pilot with three classes and their families. Twilight staff inset, to review pilot and agree implementation. Whole school implementation (tbc)	IT subject leader	July 2019
All pupils are equally celebrated through a well-established system of paper ROAs, productions, end of year DVDs, and accreditation.	To consider opportunities for the sharing of multimedia outcomes more widely through social media.	Twilight staff inset, to review current practice, agree pilot and agree action plan for broader implementation.	Class teacher (SDP target)	July 2019

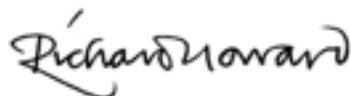
Section 3: Access Audit

Feature (For Example)	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Manager	Ongoing
Corridor access	Corridors are wide. Wheelchairs, hoists and standing frames are stored within classrooms.	Ensure pupil equipment does not block corridor	Site Manager	Ongoing
Lifts	Service level agreement in place for maintenance.	Review service annually	Site Manager	Ongoing
Parking bays	Disabled parking bays marked.	None required	Site Manager	Ongoing
Entrances	Automatic front doors, enclosed lobby, security door has disabled exit button.	None required	Site Manager	Ongoing
Hoists	Manual hoists stored centrally or in classes with high level of PMLD need. Overhead hoists and tracking installed in some classrooms, in some shared rooms and in all bathrooms.	Ensure service every 6 months	Site Manager	Ongoing
Toilets	All hygiene areas have hoists. Toilets have disabled access and alarms	Ensure service every 6 months	Site Manager	Ongoing
Reception area	Accessible to wheelchair users	None required	Site Manager	Ongoing
Internal signage	Large signs in place	None required	Site Manager	Ongoing
Emergency escape routes	Fire evacuation plan in place. Staff trained in use of evacuation sledge for wheelchair users. New GC build has a fire-safe lift.	Ensure weekly testing of system and maintenance. Monthly testing of the emergency lighting system (tests and inspections) Six monthly certified inspection (contracted)	Site Manager	Ongoing

Reviewed by: Matt McArthur

Date: 18th July 2017

Approved by Governors:



Date: 19th October 2017