

Short Heath Federation Accessibility Plan

2016-19

Short Heath is an inclusive school, where 'Every Day in Every Way, Everyone Matters' Reasonable adjustments are made to ensure participation and enjoyment for all pupils, staff and visitors.

We have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act including sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind the Accessibility Plan has been drawn up in consultation with stakeholders. We are committed to providing a fully accessible environment which values and includes all pupils, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. WE are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility plan will include relevant actions to:

- Improve awareness of Equality and Inclusion
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupil; (if a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

School Context

Short Heath Federation was first formed in April 2006 as a 'hard' Federation of Lane Head Nursery School, Rosedale Church of England Infant School and Short Heath Junior School. At the time, it was one of few 'hard' federations in the country. It is an unusual federation in that one of our schools is a church school. The day to day running of each school is overseen by a Head of School. An Executive Headteacher directs the strategic development of the Federation, with a primary focus on continually improving the quality of teaching and learning across the schools.

Lane Head Nursery

Lane Head Nursery School is located within a single storey building, dating from 1880. It provides 117 part time places. There are five main areas in the nursery, the Outdoor Area, the Big Room, the Messy Room, the Noisy Room and Ruby Room which includes a sensory area. There are also community rooms that can be self-contained for 'community use' for example our Parent/Carer and Toddler group as a meeting room for parents and staff, and for group or individual 1:1 work,

Each child belongs to a "family group" with a Group Leader. The group leader starts and ends the session in their group 'story corner'. They move with their group to a different area for 'Small Group Time' on a rota basis, every day, enabling children who prefer to be near their Group Leader to access all areas of the nursery/learning. Children are able to access all of the rooms in the nursery during the child initiated session known as 'Worktime'.

At Lane Head Nursery School children under three who intend to enter Lane Head may attend Little Learners Parent/Carer and Toddler session. It is located in our 'Community' area within Lane Head Nursery school and is run by our Family Support advisor. This group is fully inclusive and forms part of our early intervention process when appropriate.

Rosedale Church of England Infant School

The single storey building was opened in 1968. There are 180 full time pupils on roll. The permanent teaching areas include 'Reception' which is comprised of one area containing two classrooms and a shared 'space', two Year 1 classes and two Year 2 classes. There are rooms off the main hall including a stage area, a library, the Worship Centre and a sensory room. The hall is used for assemblies, P.E., lunch time, and any activities. The Worship Centre is also used by the community for church services and groups.

The School has access to a large field which includes a 'trim trail' which is used to develop gross motor skills. There is also a tarmac playing surface which is used for break times and P.E. sessions, a soft play area with low level apparatus, higher level apparatus sited on safety surfacing, an outdoor classroom and a quiet reflection area with benches and a gazebo/ covered structure.

Each year group has the equivalent of two full time Teachers supported by teaching assistants.

Short Heath Junior

The single storey building was opened in 1972. There are 240 full time pupils on roll. The three main teaching areas include year 6, year 5 and a third containing year 3 and 4. A central hall is used for PE, Assembly, lunch time, and other activities. There is also a 'messy room' that is used to teach and enhance the Creative Curriculum and a 'creative studio', There is a 'calm room' directly off the hall equipped with sensory resources. A large mobile classroom houses the Hub and 'Fun Club' our after school provision.

The School has a large field at the rear of the school; there is also a tarmac playing surface which is used for break times and P.E. sessions.

Each year group has the equivalent of two full time Teachers supported by teaching assistants.

Improving Curriculum Access

Target	Strategy	Outcome/Success criteria	When	By whom	Impact
Positive prompts to be used throughout school – visual timelines and Makaton symbols displayed in every classroom.	Learning walks throughout school. Quality First Training Class checklist Deep Review – termly	A common approach throughout school for expectations of daily practise. Children to have knowledge of their day and a clear understanding of expectations.	Ongoing for all staff from the beginning of the academic year.	All Staff RIAT/Senco Termly Deep Reviews	
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements Quality First Training	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Induction for new staff – October 16, 17.18	Becky Hadley (RIAT) SENCo SLT	
Classrooms are organised to promote the participation and independence of all pupils and adults alike.	Review of layout of materials and resources to ensure accessible to all children according to their need.	All pupils able to access curriculum with consideration given to individual need – positioning for children with impairments All children have access to learning tools/ arrangements that meet specific needs.	Ongoing according to needs of individuals Advice from HI/VI and other agencies	Class teachers SENCo SLT	

Out-of school activities are planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation Individual risk assessments as needed (agency advice)	Activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Preparation for annual residential visit All class/ group visits	School Visits Co-ordinator FSA – lead for residential SENCo/ SLT	
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Improving accessibility to Written Information

Target	Strategy	Outcome/Success criteria	When	By whom	Impact
Availability of written materials in alternative formats	Class teachers to be aware of the needs of children with sensory disabilities School to be aware of ways in which written information can be converted or adjusted into different formats as needed Kinetic Letters – monitor for children with SEND	The school will be able to provide information in different formats when required for individual purposes	As required	Class teachers Senco	
Make school information including newsletters, prospectus available for parents in different formats as required	Promote the availability of different or adjusted formats for those that require it (including colour of paper/ size of font)	Availability of school information for all. Positive parent feedback.	As required	HoS Office staff	
Review documentation with a view of ensuring accessibility for pupils and parents with visual impairment	Get advice from Visual Impairment Service on alternative formats and use of IT software to produce customized materials. Contact other schools in the community,	All school information available for all Delivery of school information to pupils & parents with visual difficulties improved.	Ongoing for need Information sharing for transition between classes and schools Resources accessed	Class teachers SENCO Advice from HI SLT	

Improving Physical Access – individual schools

Target	Strategy	Outcome/Success criteria	When	By whom	Impact
Available disabled parking space	To ensure that disabled spaces are always empty for the sole use of those in need	Disabled parking always available	Ongoing	All staff	
Reasonable adjustments are made to the physical environment of schools according to need.	Systems in place to gain information from parents. Information to be acted on.	Timely adjustments to the physical environment to meet needs	Ongoing	All staff	

Information to demonstrate Short Heath Federation is complying with the Public Sector Equality Duty (PSED), and to prepare and publish equality objective/s.

Date:	Compliance Evidence	Annual Impact
Eliminating discrimination and other conduct that is prohibited by the Act.	Implementation of various school policies (such as behaviour, recruitment, volunteers, teaching and learning, SEN and local offer) that ensure equal access and opportunities for everyone in our school community	Monitored through various governor committees.
Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.	Implementation of various school policies (such as behaviour, recruitment, volunteers, teaching and learning, SEN and local offer) that ensure equal access and opportunities for everyone in our school community	Monitored through various governor committees.
Fostering good relations across all characteristics	Implementation of various school policies (such as behaviour, recruitment, volunteers, teaching and learning, SEN and local offer) that ensure equal access and opportunities for everyone in our school community	Monitored through various governor committees.
Equality objective/s Reasonable adjustments are made to meet the needs of all groups and individuals	Information gathering systems/opportunities in place to meet the needs of children, families, staff and community.	

Identifying Barriers to Access

Lane Head Nursery

Question	Completed/under constant review	In Progress	Under discussion	Not yet addressed
Devising a Disability Equality Scheme	√			
Have we identified those who are disabled in our school?	√			
Have we collected enough data on pupils with disabilities in our school?	√			
Have we consulted with all disabled people with an interest in our school?		Ongoing each cohort		
Have we made good use of existing representative groups of disabled people?		Ongoing each cohort		
Do we promote positive attitudes towards disabled people?	√			
Do we include pupils with disabilities more favourably?	√			
Do we encourage pupils with disabilities to participate in, for example, school council / being a prefect?	√			

Question	Completed/under constant review	In Progress	Under discussion	Not yet addressed
Physical Access				
Are your classrooms optimally organised for disabled pupils?	√/			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classroom the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities: including alarms with both visual and auditory components?	√			

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N/A			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	√			
Are areas to which pupils should have access well lit?	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	√ staff aware of acoustics in rooms for SEN children			
Is furniture and equipment selected, adjusted and located appropriately?	√			
Access to school facilities.	√			
School sports.	√			
How the school deals with emergency procedures.	√			
Breaks and lunchtimes.	√			
The serving of school meals.	N/A			

Question	Completed/under constant review	In Progress	Under discussion	Not yet addressed
Curriculum Access				
Do lessons provide opportunities for all pupils to achieve?	√			
Are lessons responsive to pupil diversity?	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√			
Are all pupils encouraged to take part in music, drama and physical activities?	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√			
Do you provide access to computer technology appropriate for students with disabilities?	√			
Teaching and Learning.	√			

Classroom organisation.	√			
Timetabling.	√			
Assessment and exam arrangements.	√			
Preparation of pupils for the next phase of education.	√			
Information Access				
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√ on request			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	√			
Do you have the facilities such as ICT to produce written information in different formats?	√			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√			
School announcements.	√			
Access to information.	√			

Question	Completed/under constant review	In Progress	Under discussion	Not yet addressed
Organisational				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√			
Preparation for entry into school.	√			
Grouping of pupils.	√			
Homework policy and practice.	N/A			
School discipline and sanctions.	√			
Exclusion procedures.	√			

School clubs and activities.	N/A			
School trips	√			
The school's arrangements for working with other agencies.	√			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√ As required			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√			
Are there high expectations of all pupils?	√			
Do staff seek to remove all barriers to learning and participation?	√			
Access to the curriculum.	√			
School policies, e.g. anti-bullying, SEN policies, health and safety.	√			
Interaction with peers	√			

Rosedale Infant

Question	Completed	In Progress	Under discussion	Not yet addressed
Devising a Disability Equality Scheme				
Have we identified those who are disabled in our school?	√			
Have we collected enough data on pupils with disabilities in our school?	√			
Have we consulted with all disabled people with an interest in our school?			Ongoing each cohort	
Have we made good use of existing representative groups of disabled people?			Ongoing each cohort	

Do we promote positive attitudes towards disabled people?	✓			
Do we include pupils with disabilities more favourably?	✓			
Do we encourage pupils with disabilities to participate in, for example, school council / being a prefect?	✓			

Question	Completed	In Progress	Under discussion	Not yet addressed
Physical Access				
Are your classrooms optimally organised for disabled pupils?	✓			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓ can access certain classrooms by moving around the outside			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities: including alarms with both visual and auditory components?	✓			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N/A			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓			
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓			
Is furniture and equipment selected, adjusted and located appropriately?	✓			
Access to school facilities.	✓			
School sports.	✓			

How the school deals with emergency procedures.	√			
Breaks and lunchtimes.	√			
The serving of school meals.	√			

Question	Completed	In Progress	Under discussion	Not yet addressed
Curriculum Access				
Do lessons provide opportunities for all pupils to achieve?	√			
Are lessons responsive to pupil diversity?	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√			
Are all pupils encouraged to take part in music, drama and physical activities?	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√			
Do you provide access to computer technology appropriate for students with disabilities?	√			
Teaching and Learning.	√			
Classroom organisation.	√			
Timetabling.	√			
Assessment and exam arrangements.	√			
Preparation of pupils for the next phase of education.	√			

Question	Completed	In Progress	Under discussion	Not yet addressed
Information Access				
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√ As required			
Do you ensure that information is presented to groups in a way, which is user friendly for people with	√			

disabilities e.g. by reading aloud, overhead projections and describing diagrams?				
Do you have the facilities such as ICT to produce written information in different formats?	√			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√			
School announcements.	√			
Access to information.	√			

Question	Completed	In Progress	Under discussion	Not yet addressed
Organisational				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√			
Preparation for entry into school.	√			
Grouping of pupils.	√			
Homework policy and practice.	√			
School discipline and sanctions.	√			
Exclusion procedures.	√			
School clubs and activities.	√			
School trips	√			
The school's arrangements for working with other agencies.	√			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in	√			

practical work?				
Are there high expectations of all pupils?	√			
Do staff seek to remove all barriers to learning and participation?	√			
Access to the curriculum.	√			
School policies, e.g. anti-bullying, SEN policies, health and safety.	√			
Interaction with peers	√			

Short Heath Junior

Question	Completed	In Progress	Under discussion	Not yet addressed
Devising a Disability Equality Scheme				
Have we identified those who are disabled in our school?	√			
Have we collected enough data on pupils with disabilities in our school?	√			
Have we consulted with all disabled people with an interest in our school?			√. Ongoing each cohort	
Have we made good use of existing representative groups of disabled people?			√ Ongoing each cohort	
Do we promote positive attitudes towards disabled people?	√			
Do we include pupils with disabilities more favourably?	√			
Do we encourage pupils with disabilities to participate in, for example, school council / being a prefect?	√			

Question	Completed	In Progress	Under discussion	Not yet addressed
Physical Access				
Are your classrooms optimally organised for disabled pupils?	√.			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√.			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√.			
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	√.			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities: including alarms with both visual and auditory components?	√.			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N/A			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	√ -			
Are areas to which pupils should have access well lit?	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	√			
Is furniture and equipment selected, adjusted and located appropriately?	√.			
Access to school facilities.	√			
School sports.	√			
How the school deals with emergency procedures.	√			
Breaks and lunchtimes.	√			
The serving of school meals.	√			

Question	Completed	In Progress	Under discussion	Not yet addressed
Curriculum Access				
Do lessons provide opportunities for all pupils to achieve?	√			
Are lessons responsive to pupil diversity?	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√			
Are all pupils encouraged to take part in music, drama and physical activities?	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√			
Do you provide access to computer technology appropriate for students with disabilities?	√. VI laptops and software in place			
Teaching and Learning.	√			
Classroom organisation.	√			
Timetabling.	√			
Assessment and exam arrangements.	√			
Preparation of pupils for the next phase of education.	√			
Information Access				
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√ As required			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	√			
Do you have the facilities such as ICT to produce written information in different formats?	√			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√			
School announcements.	√			
Access to information.	√			

Question	Completed	In Progress	Under discussion	Not yet addressed
Organisational				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√			
Preparation for entry into school.	√			
Grouping of pupils.	√			
Homework policy and practice.	√			
School discipline and sanctions.	√			
Exclusion procedures.	√			
School clubs and activities.	√			
School trips	√			
The school's arrangements for working with other agencies.	√			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√			
Are there high expectations of all pupils?	√			
Do staff seek to remove all barriers to learning and participation?	√			
Access to the curriculum.	√			
School policies, e.g. anti-bullying, SEN policies, health and safety.	√			
Interaction with peers	√			