

**Park Hill Thorns Federation Accessibility Plan  
November 2017 – October 2020**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<b>Policies and Information Distribution</b>					
Accessibility Plan Equality Statement becomes an annual agenda item	<ul style="list-style-type: none"> <li>• Clerk to Governors to add to list of required publication details</li> </ul>	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"> <li>• Review all current school publications and promote the availability in different formats for those that require it.</li> <li>• School to make itself aware of the services through the LA for converting written information into alternative formats</li> <li>• Monitor uptake of documents in alternative formats</li> </ul>	On going		All staff  SBM	HoTL's
Availability of written materials in alternative languages – school information will be available for all	<ul style="list-style-type: none"> <li>• The school will use information and translations provided by the EAL Team</li> </ul>	On going		Learning Mentor	HoTL's

<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"> <li>• Discuss perception of issues with staff/governors to determine the current status of the school</li> <li>• Provide training for governors, staff, pupils and parents</li> <li>• At least 2 x yearly training for staff Special Days and assemblies alongside curriculum coverage for pupils (e.g. purple day / Sing Language Lessons)</li> </ul>	<p>Training to be on going</p>	<p>Training</p>	<p>SLT and HoTL's</p>	<p>SLT</p>
<p>Ensure all policies consider the implications of Disability Access</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Involve School Council when reviewing these policies</li> </ul>	<p>As policies are reviewed</p>		<p>HoTL's, 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"> <li>• Review polices with staff and governors</li> <li>• Clerk to Governors to add to list of required publication details</li> </ul>	<p>Annually</p>	<p>Time to monitor and review policies</p>	<p>Author of policies</p>	<p>Governors</p>

how staff provide access in all areas to all pupils					
<b>Premises</b>					
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"> <li>• HoTL's and School Business Manager to audit the accessibility of the school buildings and grounds.</li> <li>• Information to be shared with the FGB</li> <li>• Action plan to be drafted to work alongside this document</li> <li>• Review Personal Evacuation Plans</li> <li>• Improve/review signage around the buildings</li> <li>• Review film on classroom windows</li> </ul>	<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"> <li>• Work with IDS to improve the acoustics within the building</li> <li>• Install new panelling in classrooms</li> <li>• Review need for Sound Field Systems within classrooms</li> <li>• Hire equipment to help with</li> </ul>	<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>

	hearing impairments				
<b>Training</b>					
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"> <li>Review the needs of children with specific issues provide all with relevant training.</li> <li>Specific training 2 x yearly SEN audit to identify training needs</li> </ul>	<p>Every September and on going</p> <p>Twice a year</p>	<p>SENCO time</p> <p>Training budget and SENCO cover</p>	<p>SENCO</p> <p>SLT</p>	<p>Executive Head</p> <p>Executive Head</p>
<b>Curriculum and Activities</b>					
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"> <li>Review all out of school provisions to ensure compliance with legislation</li> </ul>	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"> <li>Review classroom layouts ensuring that they are optimally organised</li> <li>Review the furniture and equipment used – does it support the learning process in individual class bases</li> <li>Review accessibility of computers / ipads / laptops / netbooks / interactive</li> </ul>	On going	Costs will depend on annual reviews	All staff	<p>HoTL's through lesson observations and sampling lesson planning</p> <p>SLT and Governors</p>

	boards <ul style="list-style-type: none"> <li>Involve pupils to review hard and software used in school</li> <li>Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil needs.</li> </ul>				
Lessons will start on time without the need to make adjustment the needs of individual pupils	<ul style="list-style-type: none"> <li>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement</li> </ul>	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"> <li>HoTL's will ensure appropriate test papers and reports are provided in order to apply for access arrangements</li> </ul>				
Increase participation in school activities so all pupils have their needs met	<ul style="list-style-type: none"> <li>Annual audit of participation in extra-curricular activities and identify barriers</li> </ul>	Termly	Review club lists	HoTL's	HoTL's
<b>Attitudes</b>					
Promote positive	<ul style="list-style-type: none"> <li>Review PSHE Curriculum</li> </ul>	Every 3		Executive Head	Governors

attitudes to disability	<ul style="list-style-type: none"><li>• Review Assembly Programme</li><li>• Review local disability groups in assemblies and visits to schools</li><li>• Items for the newsletter highlighting achievements for pupils with disabilities</li></ul>	year policy review		and SLT	
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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.

<p><b>1. Pre-planning information.</b></p> <ul style="list-style-type: none"> <li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li> <li>• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?</li> <li>• 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</li> </ul>	
<p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"> <li>• one to one peer support</li> <li>• collaborative teaming</li> <li>• group work</li> <li>• valuing difference of race, gender, ethnicity, disability or religion</li> <li>• 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?</li> </ul>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>- timing,</li> <li>- variation of activities,</li> <li>- types of activities [concrete/abstract],</li> <li>- reinforcement of key ideas,</li> <li>- extension work</li> <li>- recall of previous work,</li> <li>- links to future work,</li> <li>- clear instructions.</li> </ul> <ul style="list-style-type: none"> <li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li> <li>• Are you able to access specially adapted equipment for some students to enable them to participate fully?</li> <li>• If not, can an alternative way be found?</li> <li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li> </ul>	
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li> <li>• Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?</li> <li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li> </ul>	
<p><b>5. Prepared materials</b></p>	

<ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li> <li>• Appropriate use of augmented communication and ICT</li> </ul>	
<p><b>6. Self Presentation</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• 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?</li> </ul>	
<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with or at least communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• Does their use allow all children to be equally included in the class activities?</li> <li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li> <li>• If you are using withdrawal, how are the groups organised?</li> </ul>	
<p><b>8. Classroom organisation</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• What seating plans are you using and why?</li> <li>• Will seating plans make use of peer support and how?</li> </ul>	
<p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"> <li>• Friendship groupings?</li> <li>• Mixed sex/same sex groupings?</li> <li>• Mixed ability/same ability groupings?</li> <li>• Specific pairs of pupils working together, e.g.: stronger reader/weaker reader?</li> </ul>	
<p><b>10. How will you deal with unexpected incidents?</b> Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies, meltdowns?</p>	
<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"> <li>• the allocation of teacher and support staff time;</li> <li>• being listened to/ paid attention to;</li> <li>• being respected;</li> <li>• achieving;</li> </ul>	

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