

Paulet High School	School Operating Procedure		
Document Title	Accessibility Plan		
Document Status	Approved	Approved Date	25th January 2011
Document Owner	Assistant Headteacher (ECM)	Review Date	01.02.2012
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

PAULET HIGH SCHOOL ACCESSIBILITY PLAN

Aims

- To increase the involvement of those with disabilities in deciding action that impacts upon them.
- To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Collaborate with local mainstream and special schools to agree on action to support those in the school community with a disability in line with Disability Discrimination Act (DDA) duties.	A Disability, Equity and Access Team (DEAT) to be formed. Joint meetings to be arranged and attended by the governor with responsibility for SEN, SENCO, Senior TA, and an invitation for a Behavioural Support Officer and a representative for the disabled.	Governor with responsibility for SEN	February and September	Half Yearly
Increase knowledge of disability and disability legislation within the school in order to facilitate the raising of the awareness of whole school regarding duties.	Disability awareness training prioritised for the whole staff.	Governor with responsibility for SEN / SENCO	April	Annually

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Establish a working party to develop involvement of those with disabilities within the school community and beyond.	DEAT (see above)	Governor with responsibility for SEN / Lead teacher for Community Education / Youth Work	March and October	Half Yearly
Undertake audit of school policies and procedures to establish baseline of present level of disability discrimination	Audit undertaken of: <ul style="list-style-type: none"> • Admissions Policy • Curriculum Policy • SEN Policy • Health and Safety Policy • Behaviour and Exclusion Policy and amendments made if needed	Senior Leadership Team	February	Every Two Years
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
<i>Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation</i>				

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Increase access to the curriculum by:	<p>TA's are deployed to give access to Science / Technology / PE curriculums for impairment students.</p> <ul style="list-style-type: none"> • Fuller Participation 	SENCO	September and January	Half Yearly
	<p>Heads of Year, Attendance Officer, Behavioural Support Officers, ASPEN and the Relate Counsellor are deployed to assist with overcoming the barriers to learning that some students are experiencing.</p> <ul style="list-style-type: none"> • Improved attendance • Emotional Well-being • Fewer Detentions • Improved study skills and attainment levels / grades 	SLT	September, January and April	Termly
	<p>Improved curriculum choice for students with a disability.</p>	Assistant Headteacher (Director of Specialism)	December	Yearly
	<p>To support a greater access to the curriculum through communication within the Inclusion Panel and the partnership with outside agencies.</p>	Deputy Headteacher and Assistant Headteacher	September, January and April	Termly

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Increase access to the curriculum by:	Greater awareness and understanding of individual students needs are used by all staff through the use of the aScENDING Intake guide to improve their lesson planning.	(ECM)	September	Yearly
	To identify staff training needs to better meet the needs of disabled students	SENCO / Subject Leaders / Assistant Headteacher (Director of Specialism)	June	Yearly
	To investigate the use of peer mentors.	Behavioural Support Officers	November	Termly
	To ensure that the student voice on the Student council is heard.	Lead teacher for Community Education	September, January and April	Half-Termly

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Increase access to the curriculum by:	To increase the involvement of parents and carers in the life of the school and attempt to meet the needs identified in the Questionnaire feedback.	Subject Leaders / Heads of Year	December	Yearly
	Delivery of Access Arrangements for all External examinations, as well as, support for all internal exams.	Examination Officer / Assessment TA / Subject Leaders	Ongoing	Termly
	Review of Healthy Schools Audit (Staying Healthy Curriculum and PE)	Healthy School Co-ordinator	March	Annually
	Audit participation in extra-curricular activities and identify barriers	Subject Leaders	April	Annually
	Work with out-of hours providers to increase opportunities available.	Business Manager	April	Annually
	Ensure all activities are accessible to all			

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	students. ie Enlarged and/or coloured worksheets	All staff	ongoing	Subject Meetings
Increased access to the physical environment by:	Edged steps Handrails fitted within new student 'ambulant access' cubicles Non-reflective coating on some windows Accessible parking spaces To create four accessible toilets in the school.	(DEAT) Governors' Resource Committee	Spring	Yearly
	Review personal evacuation plans for all students.	Premises Manager / Deputy Headteacher	Under constant review	Termly

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Increase access to written materials by:	All students reading levels are measured in year 6 and staff are informed.	SENCO	September	Annually
	All curriculum materials are audited for their readability.	Subject Leaders	July	ongoing
	All new purchases of curriculum materials are monitored for their accessibility.	Subject Leaders	As appropriate	ongoing
	School published materials are available in different formats so as to increase their access to all stakeholders. The different formats are identified as to how they can be accessed to all stakeholders.	Senior Leadership Team / Admin / All staff	Under constant review	prior to publishing
	No written communication to any parent or carer should have an inappropriate readability level.	All Staff	Under constant review	prior to publishing
	The school website is audited to ensure its accessibility and readability of information.	Web Manager	During updates	prior to uploading

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Increase access to written materials by:	Availability of documents in alternative formats: e.g. large print	ADMIN	When requested	Ongoing
	Monitor uptake of documents in alternative formats	ADMIN	January and June	Ongoing