

Accessibility Plan for Elmwood & Penrose Federation

This plan covers the three-year period 2016 – 2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Elmwood & Penrose Federation to increase access to education for disabled pupils in the three ways required by the planning duties in the DDA:

- 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 their peers who have no disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school and holiday clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include newsletters, timetables, work books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached will be a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of Elmwood & Penrose Federation's plan, our vision and values:

- Our federation offers a community for all learners.
- We offer a personalised curriculum that challenges our pupils to achieve beyond expectation.
- We promote a culture where learning occurs beyond the classroom boundaries.
- We encourage our pupils to take controlled risks, and have the courage to face the changes that lie ahead for each of them.
- We actively promote a community in which we help each other to achieve more, and to challenge the wider community about their perceptions.
- We support our learners in their endeavors to be respected and make their own choices.
- We seek opportunities for our learners to positively contribute to the world as they grow and become active and engaged citizens.
- We help our pupils to find their voice, develop pupils' communication skills and offer a communication rich learning environment.
- We focus on developing creative thought in individuals so that they can look to the future with confidence, and live fulfilling and fun filled lives.

"Our ethos is one in which we value learning, friendship, effort and achievement. We celebrate every step towards independence and work to extend this ethos into our wider community to promote an inclusive environment where we all belong."

One of the school's main aims is to identify and remove barriers for disabled pupils in every area of school life. We try to achieve this by:

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment

All pupils participate fully in all aspects of school life. These opportunities include sporting and adventurous activities, art and creative work, residential trips and a broad range of accreditation routes.

Elmwood & Penrose Federation has an inclusive ethos and welcomes all children and visitors to the school regardless of need. Because of the nature of our pupils, the school has good physical access, in terms of buildings. Penrose School is built over two floors; the school is fully accessible to all pupils by way of stairs or a lift. Both floors are on Ground level and therefore entry and exit is fully accessible for all students. Elmwood school is built over two floors, there are stairs and a lift to enable the safe access to all resources, there are evacuation chairs in place on the upper floor for those students who can safely use these. (There are a small number of students who cannot access the first floor within Elmwood).

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We will provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Attached to this document will be action plans, plus an initial overview relating to the development of the three key aspects of accessibility. These plans will be reviewed and amended on an annual basis. New plans will be developed every three years.

This Accessibility plan should be read in conjunction with the following Elmwood & Penrose policies:

- Equal opportunities and diversity
- Health and Safety
- Special Educational Needs
- Behaviour Management
- School Development Plan
- School prospectus and website
- Teaching and Learning

This plan links to the RAP (Raising Attainment Plan) for SEN.se schools and the Elmwood School Improvement Plan and Penrose School Improvement Plan.

The school will work in partnership with the Local Authority in developing and implementing this plan.

This plan is drawn up from the views of all stakeholders including parents, pupils, staff, governors and members of the community and covers the period between 2016-2019.

Key Area: Physical Environment

Target	Action	Timescale	Success criteria	Lead	Monitoring & Evaluation	Budget
To ensure there is a vocational learning offer for students at secondary and Post 16 (JRC) which is fully accessible.	Accommodation and resources to provide a range of vocational learning activities such as; mechanics, building etc.	3 years	Students will have personalised learning programmes linked to their aspirations for employment.	HF (MW/MH/VM)	Governors – Teaching & learning Committee	Pupil premium/ curriculum development
To enable the community including pupils from mainstream schools to access specialist resources. (Retained building – Penrose)	Launch use of the retained building with open event – students’ enterprise project to cater. Develop advertising. Move SWITCH provision into the space. Develop meeting space. Lettings Policy. Develop community use. Work with PTA to utilise this space for fundraising events	Dec 2016 Feb 2017 Oct 2016 Oct 2016 Oct 2016 2 years July 2017	Regular lettings taking place throughout the year. Links to community groups – using the facility and attending organised events.	– Lettings/ Open day Outreach (until lead has been established)	HF	Penrose budget Outreach budget PTA Income from Lettings
To ensure the Immersive room is fully functional or alternative use of this space identified. (Elmwood)	Consider proposal to complete project. Review project. Complete/ identify alternative use	Sept 2016 Oct 2016 Oct 2016	Immersive room will be fully functional and part of the timetabled offer for students at Elmwood.	HF	Governors – Finance committee	N/A
Ensure that soft play and sensory rooms are fully functional and staff are trained in using it to its full capacity. (Penrose)	Completion of installation. Staff training. Cascade training.	Oct 2016 Oct 2016 Spacekraft are sending training dates. Feb 2017	Sensory room and soft play space will be fully functional and timetabled for students. Staff will be confident in using the technology for planning enriching learning experiences.	KB	HF	Penrose budget
More students will be able to use the upper floor at Elmwood to work with their peers. (Elmwood)	Purchase additional Evacuation chairs. Revise PEEP’s for non-ambulant students. Relevant staff receive training.	Oct 2016 Jan 2017 April 2017	Evacuation chairs in place. Non-ambulant students will be accessing the upper floor at Elmwood school.	(BAM)	HF	Elmwood H&S

Key Area: Curriculum Access

This plan is in conjunction with the Raising Attainment Plan for SEN.se schools and Elmwood School Improvement Plan and Penrose School Improvement Plan.

Target	Action	Timescale	Success criteria	Lead	Monitoring & Evaluation	Budget
Targeted interventions for Core subjects will be in place for all students identified.	Analysis of data. Pupil progress meetings. Students identified. Timetable. Intervention planned and implemented. Impact measured.	July 2016 / 2017/ 2018 Sept 2016/ 2017/ 2018 Feb/ July 2017/ 2018/ 2019	Progress of identified students will be good or better in core areas (English/ Maths) and clearly evidenced through testing and/or intervention file.	KB ES – Maths JT - English	HF Teaching & learning Committee	Teaching & learning Staffing
Increase options for alternative and enrichment provision, including Therapeutic interventions for students. (Elmwood/ JRC)	Identification of students who require alternative/ enrichment provision. Build links with external providers i.e.: SRYP, Duke of Edinburgh, John Muir Awards, Local care farms etc. Personalised programmes implemented.	Sept 2016 (review termly) Oct 2016 onwards Oct 2016 onwards	Identified students will have personalised offer of alternative provision or enrichment. Improved attendance for identified students. Reduction in serious incidents. Improved engagement in learning.	AL / HF	Teaching & learning Committee	Teaching & Learning Staffing Pupil Premium
Develop Post 16 provision to offer a broader range of accredited courses and qualifications.	Link to Target: Increase options for alternative and enrichment provision. Link to target: To ensure there is a vocational learning offer for students at secondary and Post 16					
Ensure the EYFS curriculum meets the framework in terms of indoors and outdoors provision and the Prime and Specific area learning intentions.	Lesson Observation Scrutiny of work / moderation for EYFS Review practice for EYFS Identify needs moving forward.	Oct 2016 Feb 2017 June 2017 July 2017 Sept 2017	Curriculum offer will meet the standards within EYFS framework. Children will have full access to indoor and outdoor areas.	KB	HF	Teaching & learning Staffing

Key Area: Communication and written information

Target	Action	Timescale	Success criteria	Lead	Monitoring & Evaluation	Budget
Staff will be confident in using sign when appropriate for students/ families. Families will be more confident in supporting their child in communication.	CPD/ Skill audit – STC (Somerset Total Communication) CPD offer – training for staff Family support – training and sessions for parents.	Sept 2016 Annual – Spring term Annual – Summer term	Staff will be confident in using sign and this will be evident during learning walks and lesson observations. Families will be confident in communicating with their children using basic signs.	KB with MN Family team	HF	Pupil premium Teaching and Learning
Ensure pupils are equipped with the most appropriate augmented and IT devices to support their communication.	Identify what is needed. Communication assessments – identify need. Purchase equipment	By Oct 2017 On-going as needed As needed	Identified students will have appropriate devices to support their communication including iPod, iPad, Eye-gaze, adapted keyboard, PECS book etc.	TD KB AH	HF and Governors	Pupil Premium Allocated budget
Website will be up to date, accessible and informative for all.	Annual website review. Up-to-date – pictures, information, policies etc. Calendar development – identify who is responsible.	Spring term 2017/ 2018/ 2019 On-going On-going	Website will be up to date and informative. Legal requirements for DfE will be met.	NP HF Admin identified	Governors	IT/ Communications
Develop use of social media to communicate and report to parents. (In addition to Penrose FB parent group).	Identify staff to hold responsibility and give training. Set up Federation Face book and Twitter accounts	Autumn term 2016 Spring term 2017	Increased engagement with parents. Increased publicity within local community and businesses.	AH/NP	HF	IT/ Communications
Ensure consistency in the use of symbols across the federation.	Purchase appropriate software and appropriate licenses Staff training through CPD offer	Spring/ summer term 2017 Roll out Summer 2017 onwards	Consistency in signage throughout Federation. Consistency in communication for students.	AH	KB	IT Teaching & learning