



Accessibility Plan

Harlescott Education Centre

Adopted:	March 2019
Next Review:	March 2020
Responsibility:	Catherine Lyth

Aims and Objectives

Harlescott Education Centre

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aims	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	Success Criteria
Increase access to the curriculum for pupils with a disability	Our ability to develop and increase the curriculum opportunities to be inclusive in meeting the needs of all pupils eg. Pupils with ASD, ADHD, hearing difficulties, speech difficulties and visual impairment.	LT: Ensure continued robust liaison with outside agencies and our mainstream partner schools to ensure sharing of resources and good practice.	Ensure 'Pupil History' is completed thoroughly to identify agencies involved with pupil; make contact to access appropriate support whilst taught at TMBSS.	All teaching staff. Monitored by the Assistant Head (Catherine Lyth) to ensure all Pupil Histories are completed within the time frame stipulated.	Ongoing.	All pupils have a 'Pupil History' in their personal folder. All outside agencies are identified and appropriate support identified.

Aims	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	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Using specialist agencies (e.g: CAMHS, speech therapists, Educational Psychologists, Occupational Therapists etc.) to investigate and extend opportunities for pupils with specific needs.</p> <p>Liaising with partner mainstream schools, outside agencies and families throughout the child's placement. Sharing information through our 16 Week Review and ongoing reviews during the child's placement.</p>	<p>LT: Continue to ensure referral paperwork is completed as soon as need is identified and the referral followed up by key member of staff.</p> <p>LT: Invite all agencies to the First Review meeting so that expertise can be shared early in the programme.</p>	<p>Staff to complete referral paperwork as necessary.</p> <p>Through the writing of the 'Pupil History' staff to identify outside agencies with whom the child needs ongoing support. This information to be shared with the administration staff to ensure they are invited to the First Review meeting.</p>	<p>All teaching staff.</p> <p>Monitored by the Assistant Head (Catherine Lyth) through the Termly Group Review process monitoring if recommendations have been actioned.</p> <p>All teaching staff.</p> <p>Administration staff.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>Recommended referrals are actioned and appropriate advice sought.</p> <p>All professionals are invited to the pupil's First Review meeting.</p>

Aims	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	Success Criteria
Increase access to the curriculum for pupils with a disability	All teachers are made aware of the details of individual needs and disabilities in order to arrange physical learning environments as appropriate (eg. Pupil with medical conditions) and ensure successful transitions between Harlescott Education Centre and the mainstream settings.	ST: Liaise with the medical professionals in ensuring a smooth transition for the pupil into a new mainstream setting.	Through attendance at Core Group Meetings and Review Meetings ensure all staff are fully equipped with the knowledge to ensure a safe and happy transition for the pupil.	All teaching staff. Monitored by the Assistant Head (Catherine Lyth).	Ongoing.	Pupils will have a safe, healthy and successful transition into their new mainstream setting.

Aims	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	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All pupils attend educational visits due to thorough risk assessments carried out by key staff to ensure participation for all.</p>	<p>LT: To ensure that educational visits continue to be risk assessed to ensure that reasonable adjustments can be made to ensure all pupils can participate.</p> <p>LT: Investigating and further utilising governor expertise.</p>	<p>Staff to complete risk assessments as necessary.</p> <p>Initiating a link governor to monitor the Accessibility Plans for the 3 Primary Centres.</p>	<p>All teachers.</p> <p>Risk assessments monitored by the Assistant Head (Catherine Lyth).</p> <p>The Head of Service (Mr Greg Portman).</p>	<p>Ongoing.</p> <p>February 2020.</p>	<p>All pupils attend all education visits.</p> <p>A Governor with responsibility for the monitoring of the accessibility of the 3 Primary Centres has been identified.</p>

Aims	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	Success Criteria
Improve and maintain access to the physical environment	The school manages the existing learning and meeting spaces well ensuring that a meeting room or classroom is available to pupils and professionals when required through daily briefings to identify need.	LT: The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems.	Through meetings with the Local Authority examine the current indoor learning environment and assess the need for additional space. There is limited meeting space to liaise with outside agencies and to accommodate pupil withdrawal sessions.	The Head of Service (Greg Portman).	Ongoing.	Additional learning and meeting space funded by the Local Authority.

Aims	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	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>The identification of the appropriate primary setting to meet the needs of individual pupils – this may be the Harlescott Education Centre, The Grove Hub or The Meadows Hub. The decision is dependent on physical and behavioural needs as well as locality.</p> <p>The TMBSS administration team work alongside the LA Transport Department to organise the transport for pupils; at times adjustments are made to the guidelines set by the LA to ensure the needs of individuals are best met.</p>	<p>LT: To assess the access arrangements to provide education based on locality.</p>	<p>Home visits carried out by the Head of Service.</p> <p>The 'Transport' paperwork is completed by the parents and the Head of Service at the home visit.</p>	<p>The Head of Service (Greg Portman).</p> <p>Head of Service (Greg Portman).</p> <p>LA Specialist Transport Department.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>The appropriate primary setting is identified to meet the needs of individual pupils.</p> <p>Pupils are happily transported to and from school each day.</p>

Aims	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	Success Criteria
<p>Improve the delivery of written information to pupils</p>	<p>Teaching staff consult with specialist services to provide large print of a suitable size for visually impaired pupils.</p> <p>Due to the small class sizes (maximum of 7 pupils) the seating position for pupils with impaired vision and hearing is well managed to benefit the individuals.</p>	<p>LT: Ensure robust liaison with outside agencies (VIS) to ensure sharing of resources and good practice.</p> <p>LT: Ensure staff establish an ethos of mobility so that seating can be rearranged and pupils moved where necessary to meet the needs of all individuals.</p>	<p>Ensure 'Pupil History' is completed thoroughly to identify agencies involved with pupil; make contact to access appropriate support whilst taught at TMBSS.</p> <p>Pupils moved as and when necessary.</p>	<p>All teaching staff.</p> <p>Monitored by the Assistant Head (Catherine Lyth) to ensure all Pupil Histories are completed within the time frame stipulated.</p> <p>All teaching staff.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>All pupils have a 'Pupil History' in their personal folder.</p> <p>All outside agencies are identified and appropriate support identified.</p> <p>All pupils with a visual or hearing impairment are seated in a position which gives them the best learning experience.</p>

Aims	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	Success Criteria
<p>Improve the delivery of written information to pupils</p>	<p>All pupils starting at Harlescott Education Centre have a home visit which is carried out by the Head of Service (Greg Portman) and pupils then visit the Centre with their parents or carers prior to starting school.</p> <p>ICT is used as an alternative method of recording, the IWBs are set at a colour suitable for pupils with Dyslexia and all information technology can be viewed at larger resolutions.</p>	<p>LT: Where appropriate, other methods of providing written information will be sourced including, if required, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from Teacher or Teaching Assistant.</p>	<p>Pupils meet key staff and view their new educational setting prior to attending.</p> <p>Pupil's needs are addressed through the use of alternative methods of recording.</p>	<p>The Head of Service (Greg Portman) and the Assistant Head (Catherine Lyth).</p> <p>All teaching staff.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>All pupils receive a home visit and visit the centre with their parents/carers.</p> <p>Pupils use alternative methods of recording when necessary.</p>

Aims	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	Success Criteria
Corridor access	Corridor access is wide and clutter free.					
Entrance	The entrance is paved and flat leading in from the tarmac car park. On the car park outside Harlescott Education Centre there is a designated 'yellow hatched area' to accommodate disabled drop offs and parking. The entrance doors are double doors; both can be opened with ease.					

Aims	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	Success Criteria
Reception Area	Through the main entrance you arrive immediately in the reception area. The main offices are either side and there is then access to the main school.	LT: The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems.	Through meetings with the Local Authority examine the current entrance and reception area and the feasibility of an enclosed reception area.	The Head of Service (Greg Portman).	Ongoing.	An enclosed reception area.
Toilets	There is one disabled toilet and 2 unisex pupil toilets to the right of the entrance. There is one staff toilet and 2 unisex toilets to the left of the entrance.					
Signage	Harlescott Education Centre is well sign posted (see Safer Schools Audit March 2019).					

Aims	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	Success Criteria
Fire Alarms	<p>There are fire alarms in all classrooms and shared areas. These are tested weekly by the caretaker.</p> <p>A fire drill takes place half termly.</p>	<p>LT: To ensure that an individual exit strategy is planned for all pupils with a physical disability as part of their risk assessment to ensure a safe route out of the building in the case of a fire/emergency.</p>	<p>Through the initial risk assessment identify the pupil's needs and ability to exit the building in the case of a fire/emergency.</p>	<p>The Head of Service (Greg Portman), the Assistant Head (Catherine Lyth) and all teaching staff.</p>	<p>Ongoing.</p>	<p>Pupils with a physical disability have an individual fire/emergency exit strategy.</p>
Doors	<p>Doors are compliant with regulations.</p> <p>The main doors are double doors; both doors can be opened at the same time.</p>					

Aims	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	Success Criteria
Emergency escape routes	Emergency escape routes are clear and clutter free.					