



Accessibility Plan

Sundorne Education Centre

Adopted:	March 2018
Next Review:	March 2020
Governing Committee:	12 March 2018
Responsibility:	Lisa Bloomer

Aims and Objectives

Sundorne 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	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>Structured personalised literacy and numeracy programme</p> <p>Differentiated lessons. One to one support sessions with teacher, subject specialists and support staff.</p> <p>Short manageable and achievable sections to lessons</p> <p>Individualised programme</p> <p>Small group setting</p> <p>Build on success through positive interactions and praise from staff.</p>	<ul style="list-style-type: none"> • Ensure continued robust liaison with outside agencies and partner schools to ensure sharing of resources and good practice. • Develop and increase the curriculum opportunities to be inclusive in meeting the needs of all pupils eg. Pupils with ASD, 	<ul style="list-style-type: none"> • Review and monitor effectiveness of information received and measure success and impact. • Share information in briefing and staff meetings to ensure information is being shared with all staff • Reviews to ensure quality of bespoke plan 	<ul style="list-style-type: none"> • SLT, CM, teaching staff and support staff 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Evolving programmes catering for need of students • SEMH and Academic progress for all

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<p>Increase access to the curriculum for pupils with a disability</p>	<p>Mentoring sessions to raise self-esteem</p> <p>Qualified and experienced staff providing individual support and guidance</p> <p>Access to activities which challenge negative view of self</p> <p>Restorative practice approach</p> <p>Mentoring sessions with Learning Mentor, focussing on CBT skills and managing emotions</p> <p>Access to alternative programmes to include vocational (as appropriate)</p> <p>Bespoke physical education programmes</p> <p>Access to careers advice</p> <p>Support with Exam Access Arrangements/Assessment</p> <p>Access to external support agencies</p>	<ul style="list-style-type: none"> ADHD, hearing difficulties, speech difficulties and visual impairment. 	<ul style="list-style-type: none"> Use information gathered from EPs and Education 			

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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Using specialist agencies (e.g: CAMHS, speech therapists, Educational Psychologists, Occupational Therapists etc.) to investigate and extend opportunities for pupils with specific needs. • High percentage of disabled parking spaces • Multiple first aiders on site 	<ul style="list-style-type: none"> • Continue to ensure referral paperwork is completed as soon as need is identified and the referral followed up by key member of staff. Invite all agencies to the First Review meeting so that expertise can be shared early in the programme. • Provide appropriate access to all • Complete first aid certifications and renewals 	<ul style="list-style-type: none"> • Ensure open channels of communication are maintained throughout the placement • During placement, ensure that the right people are present at the review meeting • Already achieved • Audit current status • Renew if necessary • Provide appropriate CPD opportunities for accreditation 	<ul style="list-style-type: none"> • SLT, CM, Teaching and support staff • N/A • BM, SLT and CM 	<ul style="list-style-type: none"> • Ongoing • N/A • Ongoing 	<ul style="list-style-type: none"> • SEMH and Academic progress for all • Evolving programmes catering for need of students • Successful access for all • Legal requirement of First Aiders on site

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<p style="text-align: center;">Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Bespoke exam access arrangements • Flat access to all students (Other than lift at HAG) • TMBSS signed up to RNIB Book service (PDF Texts) • Enable access to information for hearing impaired students and parents. 	<ul style="list-style-type: none"> • Provide students with bespoke exam access arrangements when necessary • Provide appropriate access to all • Provide appropriate access for the visually impaired • Provide appropriate access for the hearing impaired 	<ul style="list-style-type: none"> • Use TMBSS specialist Exam Arrangements officer to assess each student individually • Already achieved • Train staff when needed • Continue to liaise with outside agencies to ensure the quality of provision for students. • Train staff when needed 	<ul style="list-style-type: none"> • SLT, CM and HP • N/A • SLT, CM • SLT, CM 	<ul style="list-style-type: none"> • Ongoing • N/A • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Successful access to examinations for all • Successful access for all • Successful access to texts for the visually impaired • Academic progress for all • Successful access to information for the hearing impaired • Academic progress for all

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<p style="text-align: center;">Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Differentiation within the curriculum for all students regardless of need 	<ul style="list-style-type: none"> • Provide appropriate access to all 	<ul style="list-style-type: none"> • Monitor through Appraisal and Learning Walks and classroom observations to ensure quality of teaching and support • Focussed planning and support • Assessment of students with accessibility challenges 	<ul style="list-style-type: none"> • SLT, CM 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Academic progress for all
	<ul style="list-style-type: none"> • Blinds and physical lighting to control levels and glare within the classroom 	<ul style="list-style-type: none"> • Appropriate provision for students with some visual impairment 	<ul style="list-style-type: none"> • Ensure all blinds are all maintained and replaced if necessary 	<ul style="list-style-type: none"> • SLT, CM, BM 	<ul style="list-style-type: none"> • July 2019 	<ul style="list-style-type: none"> • SEMH and Academic progress for visually impaired students

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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Pupils placed in an wheelchair accessible centre • Disabled Toilets • Shower facilities 	<ul style="list-style-type: none"> • Maintain wheelchair access to the centre • Toilets available for adults and students with disabilities • Showers available for adults and students with disabilities 	<ul style="list-style-type: none"> • The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems • Procure power assisted doors • Maintain facilities • Maintain and monitor appropriate checks on facilities e.g. legionnaires checks 	<ul style="list-style-type: none"> • SLT, CM and BM • SLT, CM and BM • SLT, CM and BM 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Students are appropriately placed in their local centre which caters for wheelchairs • All students and adults have appropriate facilities • All students and adults have appropriate facilities

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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Flat access to all students • Appropriate risk assessment and emergency plans for all 	<ul style="list-style-type: none"> • Maintain appropriate access for all • Ensure the safety of all adults and students 	<ul style="list-style-type: none"> • The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems • Fire wardens made aware of individual needs • Regular fire alarm tests and checks of equipment to ensure evacuation procedures are known and practised in case of an emergency • Risk assessments and appropriate arrangements made on individuals 	<ul style="list-style-type: none"> • SLT, CM and BM • SLT, CM, Admin and BM 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Access for all • Successful fire drills • Successful evacuation in an emergency

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<p>Improve the delivery of written information to pupils</p>	<ul style="list-style-type: none"> • Student access to habitation training with key worker (White stick) 	<ul style="list-style-type: none"> • Provide support to students with visual impairments to access the centre and its surrounding 	<ul style="list-style-type: none"> • Habitation training for key staff members and students with visual impairments 	<ul style="list-style-type: none"> • SLT, CM 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Successful access to the site
	<ul style="list-style-type: none"> • Enhanced software to enable access for sensory disabilities 	<ul style="list-style-type: none"> • Provide support to students with visual impairments to access the curriculum 	<ul style="list-style-type: none"> • Liaise with outside agencies and professionals to procure appropriate equipment for improved access to written information • Regular IT audit of software to ensure and review effectiveness • Training for staff on the use of the software 	<ul style="list-style-type: none"> • SLT, CM 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Successful access to the curriculum for all • SEMH and Academic progress for visually impaired students

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<p>Improve the delivery of written information to pupils</p>	<ul style="list-style-type: none"> Enhanced hardware to enable access for sensory disabilities 	<ul style="list-style-type: none"> Provide support to students with visual impairments to access the curriculum 	<ul style="list-style-type: none"> Liaise with outside agencies and professionals to procure appropriate equipment for improved access to written information Regular IT audit of hardware to ensure and review effectiveness Training for staff on the use of the hardware 	<ul style="list-style-type: none"> SLT, CM 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Successful access to the curriculum for all SEMH and Academic progress for visually impaired students
	<ul style="list-style-type: none"> Access to written information for students, parents and visitors. 	<ul style="list-style-type: none"> Provide support to students and adults with visual impairments to access the signs and notices in the centre wherever possible 	<ul style="list-style-type: none"> Audit signs which will need changing to be accessible to all Procure new signage to provide braille Fit signs 	<ul style="list-style-type: none"> SLT, CM and BM 	<ul style="list-style-type: none"> September 2019 	<ul style="list-style-type: none"> Improve access to students and adults with a visual impairment

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Corridor access	<ul style="list-style-type: none"> Corridors kept clear of low lying hazards and wall protrusions 	<ul style="list-style-type: none"> Ensure the safety of all regardless of need 	<ul style="list-style-type: none"> During learning walks, assess and monitor access within corridors 	<ul style="list-style-type: none"> SLT and CM 	Each term	No incidents of accidents on the corridors due to low lying hazards and wall protrusions
Entrance	<ul style="list-style-type: none"> Flat entrance (No steps) Wide entrances Entrance in view of receptionists to offer assistance when needed Emergency bypass release on front doors 	<ul style="list-style-type: none"> Ensure accessibility for all 	<ul style="list-style-type: none"> Explore possibility of power assisted doors at Sundorne Education Centre Regular checks of emergency bypass release on front doors 	<ul style="list-style-type: none"> SLT, CM and Admin 	<ul style="list-style-type: none"> Each term September (Power assisted doors) 	<ul style="list-style-type: none"> Appropriate access for all
Reception Area	<ul style="list-style-type: none"> As above 					
Toilets	<ul style="list-style-type: none"> Disabled toilet on all sites Emergency assistance fitted 	<ul style="list-style-type: none"> Toilets available for adults and students with disabilities 	<ul style="list-style-type: none"> Maintain facilities 	<ul style="list-style-type: none"> SLT, CM and BM 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> All students and adults have appropriate facilities

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Signage		<ul style="list-style-type: none"> • Braille signage? 				
Fire alarms	<ul style="list-style-type: none"> • Light and sound alarms in each classroom and shared areas • Appropriate risk assessment and emergency plans for all 	<ul style="list-style-type: none"> • Ensure the safety of all adults and students 	<ul style="list-style-type: none"> • Fire wardens made aware of individual needs • Regular fire alarm tests and checks of equipment to ensure evacuation procedures are known and practised in case of an emergency • Risk assessments and appropriate arrangements made on individuals • Procurement of light and sound fire alarms 	<ul style="list-style-type: none"> • SLT, CM, Admin and BM 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Successful fire drills • Successful evacuation in an emergency • Accessible emergency alarms
Doors	N/A	<ul style="list-style-type: none"> • Ensure safety and accessibility for all adults and students 	<ul style="list-style-type: none"> • Soft close dampers to be fitted • Maintain and check facilities • Procure power assisted doors 	<ul style="list-style-type: none"> • SLT, CM and BM 	September 2019	Safety and accessibility for all

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Emergency escape routes	<ul style="list-style-type: none"> • Appropriate risk assessment and emergency plans for all 	<ul style="list-style-type: none"> • Ensure the safety of all adults and students 	<ul style="list-style-type: none"> • Fire wardens made aware of individual needs • Regular fire alarm tests and checks of equipment to ensure evacuation procedures are known and practised in case of an emergency • Risk assessments and appropriate arrangements made on individuals 	<ul style="list-style-type: none"> • SLT, CM, Admin and BM 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Successful fire drills • Successful evacuation in an emergency