

## Penkridge Middle School - January 2016

### Impact of the Disability Equality Scheme and Accessibility 20013-16

<b>The purpose and direction of the school's plan: vision and values.</b>	Penkridge Middle School aims to be a fully inclusive school which offers a safe and purposeful environment for everyone to learn in. To this aim, we now have two full time Pastoral Support Staff working with children (and their families) who are in need of extra support and counselling to enable them to concentrate on their studies in school.
<b>Information from pupil data and school audit.</b>	Staff receive updates about learning disabilities. Audit of staff awareness/confidence levels undertaken for <b>Enhanced Dyslexia Full Status</b> award received in June 2015. Reasonable adjustments are understood by staff and they have written details about each pupil on SEND register. Data is collected on School Information Management System (SIMS) and staff are able to view progress of all children. Behaviour difficulties are now also logged on SIMS and can be analysed. All staff have access.
<b>Views of those involved with the development of the plan.</b>	All staff are aware of their responsibilities in school. School Policies are reviewed with everyone in mind. The school building is on one level and is suitable for anyone to access and those parents with disabilities or learning difficulties who let us know are offered support that suits their needs.

<p><b>Increasing the participation of disabled pupils in the curriculum.</b></p>	<p>Reasonable adjustments are made in all teaching and learning sessions and opportunities to access quiet areas/activities at lunch time have enabled some pupils with sensory needs to enjoy their 'free time' in an environment that nurtures them.</p> <p>Attendance of pupils with SEND is as good as that of other children not on this register.</p> <p>Two full time pastoral support staff ensure inclusion and access to education for all, particularly when times are difficult due to all sorts of reasons.</p> <p>Excellent communication with parents/carers/LA to keep a loop of information to support the pupils. Graduated responses are embedded in school practice but creative ways of engaging children with extreme difficulties are also employed.</p> <p>Staff are now better informed of children's emotional and home difficulties.</p> <p>Staff are constantly updating training, particularly following IDP and later training modules.</p> <p>We have a Personal Learning and Thinking Skills programme which encourages pupils to work across the year groups and Y8 pupils are to take on a nurturing role. Three whole days each year have been set aside to develop this personal side to learning. All children are included and any reasonable adjustments are made so that everyone can enjoy the day.</p> <p>The Senior Leadership Team is looking for creative differentiation when observing lessons for quality of teaching.</p> <p>Creative use of ICT in lessons to support children who have dexterity difficulties –use of laptops and iPads in classrooms.</p> <p>Interactive Whiteboards in all classrooms caters well in offering opportunities for use of visual stimulus.</p> <p>Specialist transport to cater for a wheelchair user is booked for educational visits.</p>
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<p><b>Improving the physical environment of the school</b></p>	<p>Our physical environment is already adapted to accommodate most needs. We have wide doors and furniture which is adaptable and suitable toilet/showering facilities.</p> <p>Hearing Impairment teacher has advised staff and HI pupils are accommodated well. Parents with profound hearing impairment will be supported by ASSIST and by a phone line to accommodate their needs. Text messaging is also used to convey important messages to HI parents.</p> <p>School has full facilities to accommodate pupils with physical disabilities and staff are trained in manual handling and in how to use a hoist.</p>
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**Improving the access to printed information to those with a disability**

Our weekly Newsletter goes home on paper and is also available via e mail. The Newsletter is also read to parents who require this support. ICT staff have made magnified screens available for pupils/staff (they can choose them for accessibility)

Differentiated worksheets with an appropriate readability are used and staff are constantly trying to ensure access to the curriculum is there for every pupil. Other initiatives such as aide memoir, use of coloured backgrounds on whiteboards and coloured texts and sheets of paper are being monitored by senior staff during classroom observations.

Some parents/carers have informed us of their difficulties and we are able to support their individual needs when we send information home or send reports home.

Our Open Evenings provide prospective parents with the opportunity to see school in action and to ask questions. A signer is carefully positioned in the Hall to enable access for parents who require this support.

The School website will give parents access to lots of information about our school and their children's learning. We ensure that any parents who need to, know how to use any accessibility tools.

## Accessibility Plan Action Plan Jan 2016 to 2019

### Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality with regard to access to information
- c) 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>Monitoring</u>
<b>Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates</b>	To have given all stakeholders the opportunity to express their views which will help the school to engage with all families in a fair and equitable manner. Measured by lower number of parental/carers' concerns which would have been avoided, had all reasonable adjustments been considered.	Senior Leadership and SENDCO	Jan 2016 and ongoing	Senior Leadership and SENDCO
<b>Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services. Use of SIMS to record and monitor targets.</b>	The success of implementing and developing reasonable adjustments will result in children encountering fewer difficult times in school resulting in a more settled life in school and, as a result, at home. Measured by low number of parental concerns to do with actions in school, homework and extra activities in school.	Senior Leadership and Heads of Dept. SENDCO	Jan 2016 and ongoing	Senior Leadership and SENDCO
<b>Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to Governing Body.</b>	No significant increase in exclusions for children who have SEND. No significant difference in the attendance record of children on SEND register and the rest of the school population.	SENDCO, Miss Barnes and Mrs Grainger School Attendance Officer	April each year	Mrs Grainger

<b>Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.</b>	Parents and staff are informed of changes and improvements in our school as they happen. Children can then benefit immediately from the improved services and support.	Senior Leadership	As it happens	Mrs Frost
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<b>Action</b>		<b>Success criteria</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Review</b>
<b>Increase access to the curriculum by:</b>	School implementing SEND training to enhance all staff's knowledge of the needs of children with additional needs. Implementing <b>reasonable adjustments</b> will allow pupils to access the curriculum at the most appropriate level.	Children being able to make good progress as their needs are catered for in teachers' planning.	SENDCO, Miss Barnes	Ongoing during 2016 to 2019	Jan 2016 SENDCO, Miss Barnes
	Ensure classrooms are dyslexia-friendly by e.g. using different colours - for different sentences or paragraphs when writing on white boards. Also use different coloured paper and text size for children with dyslexic tendencies or impaired vision.	Children on the SEND register reporting to support staff that they are finding reading boards easier and can use material provided better.	All Heads of Department and Senior Leadership to check it is happening. Mr Davenport, ICT Technician	Academic years 2016 - 2019	SENDCO, Miss Barnes,
	Exploring the use of current ICT provision including tablet devices and digital dictaphones.	Children with physical difficulties recording information will have greater freedom to record their ideas independently.	SENDCO, Miss Barnes, Mr Davenport, ICT Technician	Academic years 2016 - 2019	SENDCO, Miss Barnes
	Staff using the Passports to Learning to inform their planning and to ensure <b>reasonable adjustments</b> are made and learning styles are accounted for.	Fewer misunderstandings occur.	All teaching staff and TA's	Academic years 2016 - 2019	Ongoing
	Work is differentiated to cater for various levels of attainment and learning styles.	Children can achieve their potential. Middle leaders and senior leadership to note during learning walks and lesson observations.	Senior leadership. All teaching staff and TA's	Academic years 2016 - 2019	July 2016

	To promote a positive attitude to disability through positive role models / case studies and creating a 'can do' culture in lessons, assemblies and other activities.	Children are inspired to raise expectations and recognise that disability need not be a barrier to success.	All staff.	Academic years 2016 - 2019	July 2017
	To provide opportunities for all pupils to participate in all out-of-school activities such as extra-curricular clubs and educational visits (including residential).	All pupils take part in activities, reasonable adjustments having been made where necessary.	Staff leading visits and clubs.	Jan 2016 to Dec 2019	Jan 2017
	To ensure support staff have specific training on disability issues.	All pupils' supported appropriately and with dignity to take part in school activities.	SENDCO and TA's	Jan 2016	July 2016 ready for next academic year.
	To review curriculum for practical subjects in particular to enable disabled pupils to take part in such activities with reasonable adjustments.	All disabled pupils achieve their potential in practical subjects.	Middle Leaders and subject staff SENDCO	Jan 2016	July 2016 for new academic year.
<b>Increase access to the physical environment by:</b>	At present, school is fully accessible for wheelchair users.  Hearing Loop is installed.  School has made steps, corners, grids and rails highly visible for sight impairment.	Wheelchair users access school with ease and confidence.  Accident records monitored for effectiveness of high visibility marking.	Deputy Head Premises/Governors	Jan 2016 and ongoing	Ongoing
	SENSORY ROOM has been installed to relieve stress in ASD pupils and others.	Pupils calmer and in a position to access curriculum more successfully than when in stressed state.	SENDCO & TA's		
	Timetable adapted to ensure wheelchair users learn in rooms with easier access e.g. rooms 83, 84, 73, 74.	Easy access for wheelchair users round school and within class leading to reduced stress levels and physical injuries for all.	Deputy Head Premises/Governors SENDCO & TA Team		

	<p>To ensure that signage in rooms / corridors is clear for all users.</p> <p>To ensure that access to toilet / shower for disabled users is clear and that the room is well maintained.</p> <p>To ensure that the car parking spaces set-aside for disabled users are clearly marked and kept clear by non-disabled users.</p> <p>To be aware of access needs of disabled pupils, staff, Governors, parents / carers and visitors.</p>	<p>Users know how to e.g. evacuate the room safely and quickly.</p> <p>Users are able to use the facilities in a dignified, private way and the room is in a clean state.</p> <p>To create access plans for individual disabled pupils as part of the Learning Passport / care plan process as required.</p> <p>To meet the needs of disabled staff, Governors, parents / carers and visitors as appropriate.</p>	<p>PE staff and Cleaning staff</p> <p>Senior staff, Office staff and site staff.</p> <p>Pastoral Staff, Transition staff, outside agencies as necessary.</p> <p>Office staff, site staff,</p>		<p>May 2016</p> <p>Sept 2016</p> <p>Re-paint every two years.</p> <p>July 2016 for next academic year</p> <p>July 2016 for next academic year.</p>
	<p>Promoting short support programmes for those children coming into our school with Reading Ages of below 6 years. Programme will be intensive phonic work, word building and real reading.</p>	<p>Raising the level of reading over a period of 5 weeks by &gt;10 months for those pupils with the lowest Reading Ages.</p>	<p>SENDCO, Miss Barnes</p>	<p>Sept 2016</p>	<p>Reviewed termly to assess needs and resources.</p>
	<p>Provide children with 'text to speech' facility through ICT access aids in the main ICT areas and in the Phoenix Room.</p>	<p>Children are able to access Word documents and text on the Internet in a verbal form independently.</p>	<p>Mr Meredith and Mr Davenport</p>	<p>January 2016 onwards.</p>	<p>Reviewed annually during subject SEF</p>

<b>Increase access to written materials by:</b>	<p>Facility to e-mail home weekly school newsletter, 'l'Hebdo.'</p> <p>Staff available to read 'l'Hebdo' to parents with limited reading skills.</p> <p>Newsletter also appears weekly on school website but paper copies are available from the School Office.</p>	<p>No parent should feel or report they do not know what is happening in school as they are unable to access the newsheet.</p>	<p>Office staff</p>	<p>January 2016 onwards</p>	<p>September annually</p>
	<p>To provide adapted versions of written material such as handouts, timetables, textbooks for disabled pupils / parents / carers and those with significant low reading acquisition levels.</p>	<p>All parents/carers and pupils able to access the information clearly and understand its content and implications.</p>	<p>Office staff, Teaching staff TA's</p>	<p>January 2016 onwards</p>	<p>September annually</p>

**Signed by Head Teacher**.....**Chair of Governors**.....