

SEND Accessibility Audit and Plan



The Cottesloe School

Policy Type:	Statutory
Reviewed by:	Mrs L Baldwin (Head of School), Ms A Hibbert (SENDCO), Mrs N Hlland (Business Manager), Mrs L Chidley (SEND Governor) and Mrs C Stirk (Policies Governor)
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Last reviewed:	Spring Term 2022
Next review:	Spring Term 2027 (earlier if any legislative change)

This plan is drawn up in accordance with the statutory requirements as laid out by the Department for Education. It has been drawn up by giving due consideration to the following pieces of legislation:

- Section 69(2) of the Children and Families Act 2014,
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Paragraph 3 of schedule 10 to the Equality Act 2010

Lead members of staff	Louise Baldwin, Head of School Nicola Hlland, Business Manager Anne-Marie Hibbert, Special Educational Needs and Disabilities Coordinator (SENDCO)
Lead Governor (monitoring)	Lucy Chidley, SEND Governor

Contents

1. Improving Access to the Physical Environment	2
2. Improving Access to the Curriculum	4
3. Improving Access to Information	6
4. Review Date	8

1. Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes
<p>School is aware of the access needs of disabled children. School staff are better aware of access issues.</p> <p>All building work has considered accessibility guidance.</p>	<p>Create access plans for individual disabled children as part of the Individual Provision Map (IPM) process as necessary.</p> <p>School First Aiders aware of access needs and co-ordinates this through SENDCO and Business Manager.</p> <p>Provide information and training on disability equality for all staff.</p> <p>Early and continued liaison with transfer schools on access needs</p> <p>Share accessibility plan with relevant personnel and contractors.</p>	Ongoing	<p>Governing Board Business Manager SENDCO Senior Leadership Team (SLT) School Nurse</p> <p>Business Manager Site Team</p>	<p>Individual plans in place for all disabled students and all staff aware of all students' access needs and/or Personal Emergency Evacuation Plans (P.E.E.P).</p> <p>As necessary, designated staff are aware of their responsibilities in case of emergency.</p> <p>IPMs accessed on Google Drive</p> <p>IPMs reviewed and amended as necessary to take account of needs</p> <p>Raised confidence of staff and governors in commitment to meet access needs.</p> <p>On-going improvements in access to all areas when undertaking routine and maintenance works. This considers access for people with specific needs</p>
<p>Improve signage and accessibility to site for visually impaired people and those with additional learning needs</p>	<p>Site walk around and survey to be completed and areas needing improvement to be highlighted and actioned by the next review</p>	<p>By the end of 2019 <i>Completed</i></p>	<p>Headteacher Heads of Departments Heads of Year SENDCO Business Manager</p>	<p>Visually impaired people feel safe in the grounds.</p> <p>Access around the site is easier and safer for all. Action plan created from the survey. Hazards are clearly identified significantly reducing the risk of injury and accidents.</p>
<p>Ensure that all disabled and students on</p>	<p>Put in place Personal Emergency Evacuation Plans for all children</p>	<p>As necessary</p>	<p>Headteacher SLT</p>	<p>All disabled children and staff working with them are safe and confident in the event of fire or other evacuation procedures.</p>

Targets	Actions	Timescale	Responsibility	Outcomes
crutches can be safely evacuated	as necessary and as medical time dictates Training on evacuation and fire drills monitored and reviewed	Termly	SENDCO Business Manager Head of Year School Nurse	
Continue to identify areas where access can be improved and investigate if this is practical	Regular site surveys and audits of the site All concerns are logged and placed on the schedule of maintenance	Ongoing and in consideration of new building works To be incorporated in to termly health and safety audits	Site Team Business Manager Health and Safety Governor	Access arrangements will improve and access will be considered in new building projects and/or scheduled maintenance
Review and replace inadequate lighting in all areas	Replace blinds as necessary to reduce glare on the screens to reduce visual stress. Seek advice on the lighting in all teaching areas from the Sensory Needs Service. This will be reviewed annually to see if there are any additional requirements	Ongoing <i>Completed November 2017</i> Annually	Business Manager Site Manager SENDCO	Blinds in place or replaced to reduce glare on interactive whiteboards Lighting improved for visually impaired and hearing-impaired children currently in school. LED light replacement scheme has started. All of A block lights have been replaced and key shared areas ,Old Gym, Hall and Sports Hall have LED lights.

2. Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Increase confidence of staff in differentiating the curriculum	Plan training schedule to meet the needs of the staff	Ongoing	Assistant Headteacher (Teaching and Learning) SENDCO	Raised confidence of staff in strategies for differentiation and increased student participation.
Ensure Assistant Teachers have access to specific training on disability issues	Identify training needs and inform Professional Development process	Ongoing due to staff turnover and arrival of new students Updated regularly	Assistant Headteacher (Professional Learning) SENDCO	Raised confidence of ATs as above.
Ensure all staff are aware of disabled/SEND children's curriculum access	Dissemination of information via for example IPM, EHCP, student one page profiles Regular monitoring to ensure implementation.	Ongoing – regular reviews/testing for fitness for purpose	SENDCO	All staff aware of individual students' access needs and plan accordingly to meet needs. All staff aware of the sensitive and confidential nature of this information
Ensure all staff are aware of the resources available for specific students, including disabled, and those with physical, visual and auditory impairments	Student Specific training/information sessions Improvement of IPM process Relevant training and acquisition of resources and/or visuals to support students' needs, including hearing loops etc. Consultation and guidance with Specialist Teaching Service	Ongoing due to staff turnover and arrival of new students	Assistant Headteacher SENDCO All teachers	Ensuring all staff are aware of the availability.
Ensure all school trips are accessible to all	Develop guidance for staff on making trips accessible	Ongoing	Educational Visits Coordinator	All children in school are able to access all school trips and take part in a range of activities.

Targets	Actions	Timescale	Responsibilities	Outcomes
Develop a consistent approach to differentiation and alternative recording in school	Continue to model good practice and evolve as needed.	Ongoing	Assistant Headteacher SENDCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
Involve ATs in lesson planning and inclusion	<p>Help ATs to establish subject specific skills</p> <p>Establish joint AT/ teacher planning opportunities</p> <p>ATs, where possible, to be assigned to specific curriculum areas or consistency or classes as necessary</p> <p>ATs, where relevant, attend internal and external CPD and training days</p>	Ongoing	SENDCO Class Teachers Assistant Teachers	<p>A team of ATs with a suite of skills to address the needs of the students.</p> <p>Increase in student confidence as procedures implemented address issues which may hinder progress.</p>

3. Improving Access to Information

Targets	Actions	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible	<p>Review all letters home to check reading age/Plain English</p> <p>Produce key letters in alternative formats e.g. large print, Braille, as necessary.</p> <p>Reports to parents accessible from Go4Schools. If parents have problems accessing this information then a copy will be sent out via email and/or post. Will allow recipients to manipulate information more easily to provide greater accessibility</p>	<p>Ongoing</p> <p><i>Letters and communications delivered electronically from October 2017</i></p>	<p>Headteacher</p> <p>SLT</p> <p>Communications Officer</p>	<p>All parents get information in format that they can access e.g. audio, large print, Braille, as necessary on request.</p> <p>Parents have a choice of media to access information.</p> <p>Electronic communications allow for improved accessibility</p>
Ensure all staff are aware of guidance on accessible formats	<p>Provide guidance to staff on dyslexia support strategies including the use of visuals and printed word</p> <p>Teachers increase font size, use dyslexia friendly fonts and change background colour schemes on presentations to reduce visual stress for learners</p> <p>Dyslexia friendly handouts, if necessary, and/or key word banks are provided by teachers for students as necessary and according to specific needs including auditory impairment.</p> <p>Provision of appropriate reading material and coloured overlays /magnified. Voice to text software on SEND Dept iPads</p>		<p>Assistant Headteacher</p> <p>SENDCO</p> <p>Class Teacher</p>	<p>Staff are confident in using appropriate and effective strategies for learners with a range of needs including Dyslexia, visual impairments and Hearing Impairments</p> <p>Children have the support and tools available to achieve potential in all subjects.</p>

Targets	Actions	Timescale	Responsibilities	Success criteria
Inclusive discussion of access to information in all annual reviews	Ask parents/carers and students in SEND about access to information and preferred formats in all reviews Develop strategies within IPMs to meet needs		SENDCO	Staff more aware of student's preferred methods of communication.
Produce accessible leaflet and increase support for parents of disabled children	Work with parents of SEND/disabled children to produce an accessible SEND leaflet for the school.	Ongoing with draft complete by next review	SENDCO	Increased confidence of parents of disabled children and those with SEND to support their children's education.
Children become more aware of their own access needs	Include access to information re: learning needs Encourage students to express their access needs Develop and complete SEND student questionnaires or pupil passports as necessary. Information to be shared via SIMS and Go 4Schools	Ongoing	SENDCO All teachers	Children able to articulate their access needs.

4. Review Date

The whole document to be reviewed every three years (earlier if any legislative change).

This document will also pass through the Governing Board, alongside the School Improvement Plan.