



The Cottesloe School

Special Educational Needs and Disabilities Accessibility Audit and Plan

Recommended by:

Teaching, Learning & Achievement Committee: Date: 7 October 2015

Adopted at Full Governing Body Meeting Date: 24 November 2015

Signed by R J Collis DL, Chair of Governors:

Review date: Autumn Term 2017 (earlier if any legislative change)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

ACCESSIBILITY AUDIT AND PLAN - SEPTEMBER 2015

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

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	Simon Wilson, Assistant Headteacher Sonya Amor-Marshall, Business Manager Anne-Marie Hibbert, SENDCo
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Lead Governor (monitoring)	SEND Governor, Lynn Stuart
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Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled children. School staff are better aware of access issues.	Create access plans for individual disabled children as part of IEP process as necessary School nurse aware of access needs and co-ordinates this through SENDCo and Business Manager. Provide information and training on disability equality for all staff. Early and continued liaison with transfer schools on access needs	Ongoing	Governing Body Business Manager SENDCO SLT School Nurse	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). As necessary, designated staff are aware of their responsibilities in case of emergency. IEPs accessed on T Drive IEPs reviewed and amended as necessary to take account of needs Raised confidence of staff and governors in commitment to meet access needs.
All building work has considered accessibility guidance.	Share accessibility plan with relevant personnel and contractors.		Business Manager Site Team	On-going improvements in access to all areas when undertaking routine and maintenance works. This considers access for people with specific needs
Improve access to the reception area	Put up clear signs in the reception with symbols, welcome signage in different languages and formats	By end Oct 2015	Site team Admin Team	Disabled parents/carers visitors feel more welcome

Targets	Actions	Timescale	Responsibility	Outcomes
<p>Improve signage and external access for visually impaired people and those with learning needs</p>	<ul style="list-style-type: none"> • Replace light bulbs immediately when 'blown' • Reported via spiceworks to action works needed • Re-paint white stripes on edge of all external steps • Replace or repair area of broken paving • Clear safety/warning signage in key areas such as Science prep room, PE areas, lifts, workshops, DT areas, cleaning cupboards etc. • Inspection of handrails leading to entrance and exit doorways 	<p>From September 2015 By April 2016</p>	<p>Business Manager Site team Class teacher to report via spiceworks Head of Science and Science Team Head of DT Head of PE Motor Mechanics teacher Support staff</p>	<p>Visually impaired people feel safe in the grounds. Access around the site is easier and safer for all. Hazards are clearly identified significantly reducing the risk of injury and accident</p>
<p>Ensure that all disabled and students on crutches can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plans for all children as necessary and as medical time dictates</p> <p>Develop a system to ensure all staff are aware of their responsibilities via email and training of relevant staff on procedures</p> <p>Training on evacuation and fire drills monitored and reviewed</p> <p>Evacuation boards investigated for upstairs A block and B block</p>	<p>As necessary By April 2016 Termly By April 2016</p>	<p>Headteacher SLT SENDCO Business Manager Head of Year School Nurse</p>	<p>All disabled children and staff working with them are safe and confident in event of fire or other evacuation procedures.</p>

Targets	Actions	Timescale	Responsibility	Outcomes
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 be 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	Ongoing	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. (Begun via L.E.D replacement programme)

Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Increase confidence of staff in differentiating the curriculum	Undertake audit of staff training needs on curriculum access. Plan training schedule to meet the needs of the staff	Ongoing due to staff changes and arrival of new students	Assistant Headteacher, Teaching and Learning SENDCo	Raised confidence of staff in strategies for differentiation and increased student participation.
Ensure TAs have access to specific training on disability issues	Use staff audit to identify TA training needs and inform Professional Development process	Ongoing due to staff turnover and arrival of new students Updated regularly	Assistant Headteacher, Teaching and Learning SENDCo	Raised confidence of TAs as above.
Ensure all staff are aware of disabled/SEND children's curriculum access	Dissemination of information via for example IEP, EHCP, statement summaries, student portraits Regular monitoring to ensure implementation.	Ongoing – regular reviews/testing for fitness for purpose	SENDCo 2 nd in SEND	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 resources available for specific students, including those with physical, visual and auditory impairments	Student Specific training/information sessions Improvement of IEP process Relevant training and acquisition of resources and/or visuals to support students' needs, including hearing loops etc. Consultation and guidance with Specialists teaching service	Ongoing due to staff turnover and arrival of new students	Assistant Head teacher SENDCO Asst 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	On-going	EVC	All children in school able to access all school trips and take part in range of activities.

Targets	Actions	Timescale	Responsibilities	Outcomes
Develop consistent approach to differentiation and alternative recording in school	Continue to model good practice and evolve as needed.	On-going	Assistant Headteacher SENDCo Asst SENDCo	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
Involve TAs in lesson planning and inclusion	Help TAs to establish subject specific skills Establish joint TA/ teacher planning opportunities TAs, where possible, to be assigned to specific curriculum areas or consistency or classes as necessary TAs, where relevant, attend internal and external CPD and training days	From September 2015	SENDCo Class teachers Teaching Assistants	A team of TAs with a suite of skills to address the needs of the students Increase in student confidence as procedures implemented address issues which may hinder progress.

Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible	Review all letters home to check reading age/Plain English Produce newsletter in alternative formats e.g. large print, Braille, as necessary. Review report formats	From Sept 2015	Headteacher SLT Communications Officer	All parents getting information in format that they can access e.g. audio, large print, Braille, as necessary. Parents have a choice of media to access information.

Targets	Actions	Timescale	Responsibilities	Success criteria
Ensure all staff are aware of guidance on accessible formats	Distribute guidance on good practice in accessible formats	By Easter 2016	Assistant Headteacher, Teaching and Learning	Staff start to produce routine information to students in more accessible ways.
	Provide guidance to staff on dyslexia support strategies including the use of visuals and printed word		SENDCo	
	Teachers increase font size, use dyslexia friendly fonts and change background colour schemes on presentations to reduce visual stress for learners		Asst SENDCo	
	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.		Class Teacher	
	Provision of appropriate reading material and coloured paper printouts for students with dyslexia or visual stress or hearing impairment or any other need as necessary			
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	Review Dec 2016	SENDCo	Staff more aware of student's preferred methods of communication.
	Develop strategies within IEPs to meet needs		Asst SENDCo	

Targets	Actions	Timescale	Responsibilities	Success criteria
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.	April 2016	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 learning styles and access needs	<p>Include access to information re: learning needs</p> <p>Encourage students to express their access needs and explore learning styles</p> <p>Develop and complete SEND student questionnaires or pupil passports as necessary.</p> <p>Information to be shared via SIMS and MINT class</p>	From September 2015	SENDCo Asst SENDCo All teachers	Children able to articulate their access needs and understand their own learning styles.

Review Date

The whole document to be reviewed September 2017 (earlier if any legislative change).

Reviews on specific aspects will take place half yearly by those identified as having responsibility for areas

This document will also pass through the Governors Teaching, Learning and Achievement Committee (TLA), alongside the School Improvement Plan

September 2015

