



## **The Horbury Academy Accessibility Plan**

Plan agreed: 11 July 2022

Plan Review: 1 September 2024

Lead member of staff: Mr C Sergeant and Mrs V Hazell

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Equality Act identifies a disability as follows:

“A person who has a physical or mental impairment that has a substantial or long-term negative effect on your ability to do a normal daily activity.”

The definition is broad and includes children with a wide range of impairments including any learning needs, Dyslexia, Dyspraxia, Autism, ADHD, Downs Syndrome, diabetes, epilepsy, Speech, Language and Communication needs. Where their impairment has an adverse, long term and substantial impact on carrying out day to day activities.

**The Accessibility Plan is divided into the following areas:**

- 1. Physical Facilities**
- 2. Academy Curriculum**
- 3. Support Services**
- 4. Communication of information**



**Physical Facilities**

**Identifying Barriers**

- New Academy staff to be aware of PEEP procedure.
- Safe environment where SEND students can access due to increasing complex needs and development of SEN HUB space.
- Reducing the amount of time SEND students spend out of the learning environment to be escorted to lessons or collecting lunch.
- Needs of students identified when enrolled at the Academy through discussions with Principal/SENCO/Outside Agencies/Primary Feeder School – medical needs identified.
- Increase number of students with physical disabilities needing escorting, on entry to and on exit from, the Academy.
- Ensuring safe environment for SEND students during unstructured times.
- Number of students with physical disability needing to access the lifts with staff following COVID measures.
- Students with a medical need accessing the toilets.
- Students with sensory and emotional needs requiring Time Out or needing to leaving the classroom early, ensuring they are following protective measures.
- Ensure all students with a disability can access handbasins to wash hands regularly and hand sanitiser pumps to ensure protective measures are accessible, or adaptations made.
- Avoid crowed environments to the maximum extent possible.
- Assistive products to be disinfected frequently, these include wheelchairs, walking canes.

**Summary of progress in the last 3 years**

Emergency Evacuation Plans reviewed and include Lockdown and Evacuation Plans.

- Relocation of disabled car park slots so they are more accessible.
- Drop down curb created near disabled car park area.
- Designated signs to identify where the disabled car park slots are. Disabled car park area coned off to reduce other people parking in this space.
- Fire Wardens at key points have access to radios to aid communication.
- Raisers purchased for all disabled toilets.
- Purchase of 3 large bean bags for Positive Handling needs.
- Training of key staff in Positive Handling and De-escalation techniques.
- New designed area for SEND students to access during unstructured times and for learning. Area large enough to hold students who use wheelchairs.
- Creation of zoned areas within SEN Hub.
- Displays to be created to support social communication difficulties and learning needs.
- Specific medical training for 2 students with complex medical conditions.
- A team of designated first aiders.
- First Aider is accessible through radio.
- Additional central staircase, to ensure the flow of students around the Academy is easier and more effective.
- One-way system created to reduce the flow of students in corridors and stairwells.
- Office space and equipment removed from the SEN Hub to create more usual learning space.
- Removal of toilet area and corridor space in void area within the SEN Hub to ensure air flow is reduced in this area.
- Dehumidifier purchased for SEN Hub to purify the air quality.
- Windows access, using window pole to open, in the SEN Hub.
- New allocation of Fire Wardens for staff who have left the Academy.

#### **Objectives for improvement 2022 to 2024**

- Lockable cupboard for sanitary towels in medical toilet for extra privacy.
- Radon testing for the SEN hub carried out.
- Purchase of plants to enhance the air quality within the SEN Hub.
- Protection measures in place for students needing to access the lifts and when supporting a student with a walking frame. This information has been communicated to parents, staff and students.
- Protective measures guidelines, created and circulated to staff and students on how students can be supported within the classroom and on a one to one basis.
- Students needing to access the toilet or leave lesson early, due to a medical or physical disability, do so via staff escort.

- SENCO to train new staff on PEEP procedure
- Ongoing training of staff to support those students with medical needs such as peg feeding.

**Monitoring**

Monitored by SEND Team, SLT, Local Governing Body and MAT Director of Compliance.

**Identifying Barriers**

- Limited SEND team having time within subject departments, due to structure of CPD calendar, to ensure resources are created and strategies to remove barriers to learning are discussed.
- Support structure for additional support staff are redefined and reviewed to ensure all SEND needs are met.
- Increase the confidence of staff in provision for students with SEND.
- More robust referral system to enable a graduated response to identification of need or support.
- 

**Summary of progress in the last 3 years**

- Develop team of Learning Mentors so they become SEN experts for their allocated subject areas and students they are supporting. All SEN Learning Mentors being line managed by SENCO.
- Develop new SEND team skills set as well as academy staff.
- Designated keyworker for physio and toileting needs.
- Revised OPP system including communication with staff and feedback.
- Recruitment of new SEN Learning Mentors.
- SEND Audit completed.
- All SEND information to be added to Bromcom, staff training in using this effectively.
- Purchase of Dyscalculia screener.
- Increase and develop communication within department areas regarding SEND students.
- Accord Academy classroom structure – no hands up policy and collaborative learning.
- 10 laptops purchased for handwriting and SEN needs.
- Emergency Procedure paperwork amended so individual PEEPs are catered for.
- Within physio room accessible social area for students in a wheelchair.
- Provision mapping data linked to Intervention Referrals to track students.
- Entry and exit SEN policy in line with government changes.
- TA deployed to conduct Dyslexic Place assessment which identifies intervention needs.
- All transfer meetings conducted regarding EHCPs.
- Purchase of Dyslexic Screener.
- Introduction of Period 7.
- RAG (Raising Achievement Meetings) meetings to identify students requiring intervention beyond Wave 1. Restructure of support staff to include subject specific and individual needs SEN Learning Mentors

**Objectives for improvement 2022 to 2024**

	<ul style="list-style-type: none"> <li>• Parental contact was regular. SENCO telephoned all parents of the students with an EHCP each week to check in and help with any difficulties which may have arisen. A log of all contact has been kept by the SENCO on CPOMS.</li> <li>• Liaison with external agencies were also carried out with regards to referrals needed.</li> <li>• SENCO contacted all major feeder primary schools, regarding year 6 transition information. SENCO also created new form to gather additional information from primary school to be completed electronically.</li> <li>• Transition video was completed by SENCO for year 6 parents.</li> <li>• All students identified as having SEN and/or being vulnerable were invited in for a transition meeting with SENCO, PYL or SLT.</li> <li>• SEND Additional Information Records sent to all colleges with supporting documents to aid with transition.</li> <li>• Laptops distributed to students without access to a computer at home.</li> <li>• PP students and SEN students identified for extra Maths and Literacy booster sessions during lockdown.</li> <li>• Investigate how exam access arrangements can be completed whilst adhering to social distancing regulations.</li> <li>• Training a new SEN Learning Manager and embedding intervention.</li> <li>• Train new staff on Provision Mapping referral process.</li> <li>• Created a RAG system criterion for students on the Academy's provision mapping document and set up fortnightly meetings with Inclusion Manager and SENCO, to go through referrals and actions. Information then shared with staff.</li> <li>• SEND update briefing to go out to staff on a fortnightly basis.</li> <li>• Purchased SLA agreement with SEMH Team</li> <li>• Purchased Wakefield Progress Steps in order to track and monitor process of students not working at KS1 curriculum.</li> <li>• SENCO organised EAL funding for refugee student with limited English. EAL Advisory Teacher support curriculum areas with schemes of work.</li> <li>• Identify gaps in learning from school closure and delivering effective intervention.</li> <li>• Revised SEND register to ensure information is easily accessible to staff.</li> <li>• SENCO delivered training on complex needs students to Academy staff as part of ongoing CPD programme.</li> </ul>
	<p><b>Monitoring</b></p> <p>Monitored by SEND Team, SLT, Local Governing Body and Academy Improvement Advisor</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Support Services</b></p>	<p><b>Identifying Barriers</b></p> <ul style="list-style-type: none"> <li>• Numerous new Academy staff who will need training in removing barriers to learning.</li> <li>• Identify new interventions in collaboration with SEN HUB and HUB.</li> <li>• Ensuring all staff effectively recognise and raise concerns about barriers to learning.</li> <li>•</li> </ul>

### **Summary of progress in the last 3 years**

- New EP to induct to the Academy.
- SEND policy re-written in line with provision mapping meetings and panel referrals.
- Evaluated impact of support and interventions in line with progress checks.
- Designated First Aider and medical room.
- EpiPen. Asthma, epilepsy training for staff.
- Purchase of wheelchair for First Aid use.
- Purchase of 2 defibrillators.
- Emergency inhaler kit.
- 5 asthma packs which can be used on trips and available for emergency use during the Academy day.
- 5 First Aid kits to be used on trips and available for emergency use during the Academy day.
- Evaluating impact of support and interventions in line with progress checks.
- Adaptations of First Aid room, (lockable cupboard for sanitary towels in medical toilet for extra privacy.
- Training for staff on how to use defibrillators, (additional to First Aider).
- Positive Handling training.
- New SEN Learning Mentor contracts.
- Training for specific staff in using VNS (Magnet treatment for epilepsy).
- Develop role of Health Care for students to meet needs of individuals with specific medical needs and on a care plan.

### **Objectives for improvement 2022 to 2024**

- First Aiders all trained on Epilepsy and Asthma.
- Specific training on effects of brain tumours and how to support a key student within the Academy.
- SENCO worked with Local Authority on a Risk Assessment for each student with an EHCP to decide whether they would be safer at home.
- SENCO completed EHCP Outcome document, identify key resources and support provided to ensure students with EHCP were receiving key support. This was communicated with parents.
- Develop SEND Team to use allocated time effectively.
- Meetings with Hub staff to devise plan and strategies for individual and groups of students.
- Map and deliver training sessions for staff.
- Planning meetings with external agencies.

### **Monitoring**

Monitored by Governing Body and SEN Team

	<b>Identifying Barriers</b>
<b>Communication of Information</b>	<ul style="list-style-type: none"> <li>• Review information to parents/carers to ensure it is accessible as required.</li> <li>• SEND Team to further develop communication with curriculum areas.</li> <li>• Review transitional procedures to ensure effective use of time and resources to main especially information on SEND students.</li> </ul>
	<b>Summary of progress in the last 3 years</b>
	<ul style="list-style-type: none"> <li>• Information shared weekly through Intervention meetings.</li> <li>• Proactive parent contact by SENCo.</li> <li>• Termly reviews of specific students.</li> <li>• Progress check evidence collected for EHCP students, analysed with actions.</li> <li>• Share content of provision map with all staff.</li> <li>• Termly updates on SEND students at staff meetings.</li> <li>• Liaise with primary schools and colleges on developing effective transition on information.</li> </ul>
	<b>Objectives for improvement 2022 to 2024</b>
	<ul style="list-style-type: none"> <li>• SEND Update to all staff so they are regularly informed.</li> <li>• SEN Learning Mentor's timetables done through BROMCOM so additional staff will have access at all times.</li> <li>• SEND information to be included in SharePoint for quick and easy access for all staff.</li> <li>• Investigate the use of support guidance for parents on the Academy website for an array of SEND needs.</li> <li>• Review all letters sent home.</li> <li>• Plan Academy curriculum meetings and share SEN vision with staff.</li> </ul>
	<b>Monitoring</b>
	Monitored by Governing Body and SEN Team