



The Horbury Academy Accessibility Plan

2019 to 2020

Plan agreed: 12th September 2019

Plan Review: September 2020

Lead member of staff: Miss S Gibbs and Mrs V Martin

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 and 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 in to the following areas:

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



Physical Facilities	<p>Identifying Barriers</p> <ul style="list-style-type: none"> • 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 in the number of students with physical disabilities needing to access the lifts.
	<p>Summary of progress in the last 3 years</p> <ul style="list-style-type: none"> • Emergency Evacuation Plans reviewed and include Lockdown and Invacuation 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.
	<p>Objectives for improvement 2019 to 2020</p> <ul style="list-style-type: none"> • New designated 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.

	<ul style="list-style-type: none"> • Displays to be created to support social communication difficulties and learning needs. • New allocation of Fire Wardens for staff who have left the Academy. • SENCO to train new staff on PEEP procedure. • Specific medical training for 2 students with complex medical conditions.
	<p>Monitoring</p>
	<p>Monitored by SEND Team, SLT, Local Governing Body and MAT Director of Compliance.</p>
<p>Academy Curriculum</p>	<p>Identifying Barriers</p>
	<ul style="list-style-type: none"> • SEND team having time together to create resources and strategies to remove barriers to learning. • Ensure all SEND students can access P7s including those who access local authority transport. • 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.
	<p>Summary of progress in the last 3 years</p>
	<ul style="list-style-type: none"> • 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. • Purchase of Exam Access Arrangements 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
	<p>Objectives for improvement 2019 to 2020</p>
<ul style="list-style-type: none"> • 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. 	

	<ul style="list-style-type: none"> • Recruitment of new SEN Learning Mentors. • SEND Audit completed. • Revised SEND register to ensure information is easily accessible to staff. • All SEND information to be added to Bromcom, staff training in using this effectively. • Purchase of Dyscalculia screener. • SENCO delivered training on complex needs students to Academy staff as part of ongoing CPD programme. • Increase and develop communication within department areas regarding SEND students. • Accord Academy classroom structure – no hands up policy and collaborative learning. <p>Monitoring</p> <p>Monitored by SEND Team, SLT, Local Governing Body and Academy Improvement Advisor</p>
Support Services	<p>Identifying Barriers</p>
	<ul style="list-style-type: none"> • New EP to induct to the Academy. • Numerous new Academy staff who will need training in removing barriers to learning. • Identify new interventions in collaboration with SEN HUB and HUB. • Ensuring all staff effectively recognise and raise concerns about barriers to learning.
	<p>Summary of progress in the last 3 years</p> <ul style="list-style-type: none"> • Top tips issued to staff. • Recommendations given to staff from outside agencies. • Staff trained on SEND reforms. • 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.

	<ul style="list-style-type: none"> • 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) <p>Objectives for improvement 2019 to 2020</p> <ul style="list-style-type: none"> • Develop SEND Team to use allocated time effectively. • Develop role of Health Care for students to meet needs of individuals with specific medical needs and on a care plan. • Meetings with HUB staff to devise plan and strategies for individuals and groups of students. • Map and deliver training sessions for staff. • Planning meetings with external agencies. <p>Monitoring</p> <p>Monitored by Governing Body and SEN Team</p>
Communication of Information	<p>Identifying Barriers</p> <ul style="list-style-type: none"> • Review information to parents/carers to ensure it is accessible as required. • SEND Team to further develop communication with curriculum areas. • Review transitional procedures to ensure effective use of time and resources to main especially information on SEND students. <p>Summary of progress in the last 3 years</p> <ul style="list-style-type: none"> • Information shared weekly through Intervention meetings. • Proactive parent contact by SENCo. • Termly reviews of specific students. • Progress check evidence collected for EHCP students, analysed with actions. • Share content of provision map with all staff • Termly updates on SEND students at staff meetings <p>Objectives for improvement 2019 to 2020</p> <ul style="list-style-type: none"> • Review all letters sent home. • Plan Academy curriculum meetings and share SEN vision with staff.

	<ul style="list-style-type: none">• Liaise with primary schools and colleges on developing effective transition on information.
	Monitoring
	Monitored by Governing Body and SEN Team