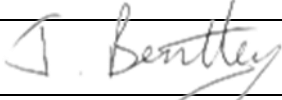


# NORTHFIELD SCHOOL ACCESSIBILITY PLAN POLICY

<b>Date adopted</b>	<b>February 17</b>
<b>Signed by chair of Finance and Resourcing committee</b>	
<b>Member of staff responsible for monitoring</b>	<b>School Business Manager</b>
<b>Review frequency</b>	<b>Biennial</b>

Date	Changes made	Agreed by	Authorised for use by	Date of review
01/17	Behaviour, Emotional and Social difficulties (BESD), changed to Social, Emotional, or Mental Health difficulties (SEMH)	JB	Policy Committee	21/02/17
	Curriculum Accessibility- Section B previously stated the SENCo was tasked with monitoring and evaluating, this has been adapted to DSENDCo to mirror Legislative changes.	JB	Policy Committee	21/02/17
21/02/17	<p>Added page numbers</p> <p>Page 2 <b>stated as the above</b> changed to <b>pupils with ECHPs</b></p> <p>Curriculum bullet point, <b>SATs</b> changed to <b>exams</b></p> <p>Curriculum accessibility plan <b>DSENDCo</b> changed to <b>SENCo</b></p> <p>Page 5 Section for disabled access to information included in SDP deleted</p> <p>Page 6 Evaluate the plan added through ...</p>	JB	Policy Committee	21/02/17



# NORTHFIELD SCHOOL ACCESSIBILITY PLAN

At Northfield School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- a. Increasing the extent to which disabled pupils can participate in the school's curriculum
- b. Improving the physical environment of the school
- c. Improving curriculum delivery to all pupils including disabled pupils.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

Northfield is a school for students with social, emotional or Mental Health difficulties (SEMH) and therefore caters for students with education and healthcare plans (EHCP).

## Audit of existing provision

### PHYSICAL

#### Internal

- Wheel chair access via front entrance to school. This has wide door access and a concrete ramp in place and allows access to: office and admin area including toilets, (with toilet for the disabled) rooms 1,2,3,4, science labs, gymnasium, D&T room and staff room
- Door at end of PE corridor allows access to changing rooms including shower facility, pottery room.
- Audible fire alarm
- Pictorial fire escape signs
- Some specialist accommodation for 1:1 and small group work.
- Access to rooms 7,8,9,10,11,12,13,14 could only be achieved by the construction of an external ramp.

#### External

- Wheelchair access to all areas via side gates

### CURRICULUM

- Obtain data on future pupil population to facilitate advanced planning
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff
- TA deployment to cover a mix of curriculum needs
- Special arrangements made for exams (extra time applied for, use of amanuensis etc.)
- Specialist resources available to support specific needs (computer programmes, scissors, rulers, Dictaphones, individual white boards, individual large sized resources for visually impaired)
- Pupils involved in behaviour target setting and IEP's
- Specialist teachers supporting learning and giving pastoral and inclusion support
- Specialist support for dyslexic students
- Staff given individual and whole school training (including PRICE restraint training)
- All students offered access to full national curriculum
- All of the student are SEMH and therefore require:-
  - Small group teaching
  - Individually differentiated work
  - Timetable constructed to allow core subjects to be delivered early in the day
  - KS3 tutor based teaching to improve pupil/staff relationships

## CURRICULUM ACCESSIBILITY

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Increase the extent to which disabled pupils can participate in the school's curriculum	Curriculum development	All staff to receive training as required	Staff	As required	Staff confident to support individual pupil	SMT/Govs
		Curriculum policies to be updated in respect of inclusion	Whole school	ongoing	Policy documents are updated	
Responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils	None	Enhanced pastoral support for all pupils	All students	Ongoing	Form tutors have a better understanding of the students in their group	SENCo
	SEN budget	Acquire additional resources for visually impaired	Selected students	ongoing	Resources in use	SENCo
	SEN budget	Have individual support for students identified as having additional SEN	Selected Students	Ongoing	Students catch up and this impacts on all lesson	SENCo

**PHYSICAL ACCESSIBILITY**

<b>STANDARD</b>	<b>AVAILABLE RESOURCES</b>	<b>ACTIVITY</b>	<b>RECIPIENTS</b>	<b>DEADLINE</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORED AND EVALUATED BY</b>
Progressive planned improvements to the physical environment of the school to improve accessibility	Maintenance budget	Classroom environment clearly labelled and organised	Persons with PD	ongoing	Rooms organised	Head
		Colour contrast for doors	Persons with PD and visually impaired	Ongoing	Building is made as safe as possible for VI persons	Head

## PROVISION OF INFORMATION

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
To identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.	Advice from physical sensory service and language support service	Improved provision of information <ul style="list-style-type: none"> <li>• Identify materials</li> <li>• Identify providers of 'translation' services</li> <li>• Information about the school available in large print or on computer disc on request</li> </ul>	Identified pupils and parent with disability	On going	Information presented in different formats as required  Progress reported through Governors' annual report to Parents	SMT/ Govs
Create alternative means of communication as needs are identified. To maintain above practice and review on an annual basis	As required	Regular review of need and delivery of alternative formats as needed	Identified pupils and parent with disability	On going	Pupils and Parents receive all information in varied format for identified students	SMT

### CONSULTATION ON THE PLAN

Issue plan for all staff to comment and present to governors

### PUBLICISE THE PLAN

Reference the plan on the web site and in the prospectus

## **IMPLEMENTATION**

Implement the plan by allocating adequate resources in the financial plan

## **EVALUATE THE PLAN**

Evaluate the impact of the plan through pupil voice, parental feedback, EHCP review meetings and the SEN report to governors.