

## North Leamington School Accessibility Plan 2020-21

### Key linked Documents:

COVID Risk assessments (2020): <http://northleamingtonschool.warwickshire.sch.uk/index.php/2-uncategorised/1229-covid-risk-assessments>

Child Protection Policy (September 2020):

<http://northleamingtonschool.warwickshire.sch.uk/attachments/article/311/Child%20Protection%20Policy%20September%202020%20Final.pdf>

Behaviour and Engagement Policy (June 2020):

<http://northleamingtonschool.warwickshire.sch.uk/attachments/article/311/Behaviour%20and%20Engagement%20Policy%20June%202020.pdf>

*This plan is to ensure that the school environment is accessible to all and for all, both physically and pedagogically. It acts as a dynamic response to the Equality Act (2010), ensuring equality for all individuals and groups.*

Target	Tasks	Timescale	Resources	Responsibility	Monitoring/ Review
<p><b>Access to the Curriculum</b></p> <p>Ensure ICT and other technology is appropriate and accessible to students with disabilities</p>	<ol style="list-style-type: none"> <li>Continued development of specialist software eg Special Apps as used on individual student's ipad or laptops for students with specific AA</li> <li>Hearing impairment equipment to be planned and budgeted for.</li> <li>Laptop and software to be trialled for Exam Access Arrangements.</li> </ol>	<ol style="list-style-type: none"> <li>ongoing</li> <li>Oct 2019</li> <li>Over year</li> </ol>	<p>10 ipads</p> <p>1 shared trolley of netbooks in the LSR</p> <p>Y11 EHCP student's individual ipad</p> <p>New software package for EAAs' reading</p>	<p>IT Support Manager - MS</p> <p>IEN staff – CF, SC</p> <p>IDS HI specialist - KC</p>	<p>SLT – AW, JAM</p>
<p><b>Access to the Curriculum</b></p>	<ol style="list-style-type: none"> <li>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties: di George Syndrome, epilepsy.</li> <li>Continue to personalise support for trips and extra-curricular activities. For example, set up individual timetable, formalise</li> </ol>	<p>All on going – need to review as required</p>	<p>IDS, SENDSupported, EPS, NHS SaLT and OT/physio</p>	<p>All staff</p> <p>IEN staff – JAM, KH, SC</p>	<p>SLT – JAM, GJ</p>

<p>Create accessible and effective learning environments for all</p>	<p>standard practice so that ASC students have an allocated staff member. Continue to produce risk assessments from the point of view of having ASC; check with parents/carers and student beforehand.</p> <ol style="list-style-type: none"> <li>3. Continue to circulate generic and personalised information in the form of E-portfolios and IEN updates Teachers to continue to update their group profiles regularly/as updated.</li> <li>4. Continue to issue toilet and lunchtime passes in the agreed format.</li> <li>5. Continue to write and update risk assessments and record in format that senior Leaders can monitor (RI – GF – spreadsheet).</li> </ol>	<p>through the year and at end of the year.</p>	<p>contributions as needed.</p> <p>Printing for audits and passes.</p>	<p>Site/Facilities Manager - MH</p>	
<p><b>Access to the Curriculum</b></p> <p>Create accessible and effective learning environments for all</p> <p>Part B. SEMH</p>	<ol style="list-style-type: none"> <li>1. In line with the school’s inclusive philosophy continue to assess students for SEND when behaviour incidents indicate a need and/or escalate by liaising with families, previous schools, and by gathering information from staff observations.</li> <li>2. Continue to use the SDQ as a screener of SEMH need with all Y7s and with individuals as needed.</li> <li>3. Continue to write and circulate profiles (PIPs) and positive handling plans (PHPs), copy into e portfolio and send out to relevant staff for them to update their group profiles and amend learning plans accordingly.</li> <li>4. Continue to use IEN staff to support in/to lessons.</li> <li>5. Continue to use the school counsellor as further assessment source as well as specialist teacher/other professional.</li> <li>6. Continue to refer on to EPS for assessment with highest needs and possibly to apply for EHCP.</li> <li>7. Use outside agencies to support delivery of interventions for a range of need eg. NHS Trailblazers, EMHPs and other providers</li> <li>8. Introduce ‘help me revise’ support sessions for students with IEN.</li> </ol>	<p>1.-6. Ongoing</p> <p>7And 8. Autumn 2</p>	<p>Admin time to complete PIP</p> <p>SendSupported to complete assessments</p> <p>EP for assessments and report writing</p> <p>NHS to support with anxiety workshops</p> <p>IEN Staff to support individual allocated students’ revision using personalised strategies of support</p>	<p>JMC/CF/SP</p>	<p>JMc/HNJ</p>

<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access</p>	<ol style="list-style-type: none"> <li>1. Continue to evaluate impact of Engagement, Equality, SEND, Anti- Bullying, Safeguarding, Educational Visits, LBTC/Homework and Medical Policies and provision in relation to pupils with disabilities.</li> <li>2. Ensure the SEND Information Report is updated annually (September)</li> <li>3. Continue to update of the faculty webpages, IEN bulletin, internal bulletins and parent bulletin with updates bespoke to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Sept 2020</li> <li>3. Autumn 2020</li> </ol>	<p>Time to review policies.</p> <p>Forums to review with parents/carers and students including SEND Governor.</p>	<p>Leadership Team</p> <p>SENCo/IEN Faculty Leader – JAM</p> <p>Website Management – ED, JB</p>	<p>SEND Governor - RP</p>
<p><b>Premises</b></p> <p>Increase/maintain site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ol style="list-style-type: none"> <li>1. Continue to regularly review personal evacuation plans (PEEPs) for students with SEND.</li> <li>2. Ongoing reviews of wheelchair accessibility.</li> <li>3. Ensure lift keys are available for students and staff requiring them.</li> </ol>		<p>Cost of new signage?</p>	<p>Key workers</p> <p>IEN staff – SC AV, KH</p> <p>Site/Facilities Manager – MH</p>	<p>SLT - AW</p>
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability and diversity</p>	<ol style="list-style-type: none"> <li>1. Continue IEN involvement in Assembly and VT programme to include disability awareness.</li> <li>2. Involve disability groups in Assemblies and visits to school as available.</li> <li>3. Continue the IEN bulletin with regular items on the website and newsletters, including highlighting achievements of pupils with disabilities.</li> <li>4. Review Equality and Diversity statements/policies: Spring Term 2021</li> <li>5. Use student IEN Leaders during open evenings (COVID dependent).</li> </ol>	<p>Ongoing throughout the year. Evidence of impact to be evaluated.</p> <ol style="list-style-type: none"> <li>4. Autumn Term 2020</li> </ol>	<p>Assembly rota</p> <p>VT and RE curriculum</p>	<p>College Leaders</p> <p>SENCo/IEN Faculty leader – JAM</p> <p>RE HoD - EM</p>	<p>SLT -HJ</p>
<p><b>Newsletters &amp; Information</b></p> <p>Availability of documents in different formats.</p>	<ol style="list-style-type: none"> <li>1. Continue to use the parent bulletin and newsletter to update parents.</li> <li>2. Deliver parent forum for IEN students.</li> <li>3. Ensure that the website is updated to reflect current IEN faculty information.</li> </ol>	<p>Autumn Term 2020</p>	<p>Development of website and portal</p> <p>Review parent bulletin and invite parents' feedback on</p>	<p>Website Management - ED, KH</p>	<p>SLT- AW</p>

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**Accessibility plan: COVID Addendum (Updated October 2020)**

The following has been updated in light of COVID19.

During their prolonged absence from school, students have suffered from significant changes to their learned routines, daily structure, social and behavioural norms. Our staff are acutely aware that COVID-19 has the potential to impact on the mental health of students and their family members and for students with SEND we recognise the additional support which may be required during partial closure and/or remote learning.

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<p><b>Access to the Curriculum</b></p> <p>Ensure ICT and other technology is appropriate and accessible to students with disabilities</p>	<ul style="list-style-type: none"> <li>• Vulnerable students are identified and categorised by their risk factors and family context</li> <li>• Students who may not have access to ICT are identified and supported as part of the whole school plan for ICT access</li> <li>• Students’ key workers continue to work with students both remotely and whilst at school to support with accessing the curriculum</li> </ul>	<p>Ongoing monitoring and review</p>	<p>TEAMS contact where applicable.</p> <p>Available laptops from the ICT team</p>	<p>JAM</p>	<p>Termly</p>

<p><b>Access to the Curriculum</b></p> <p>Create accessible and effective learning environments for all</p>	<ul style="list-style-type: none"> <li>• Quality Assurance spot checks of students' work set remotely or in lessons is undertaken to ensure that students have appropriate and accessible work set</li> <li>• Physical access to the curriculum is supported through personalised students' risk assessments which are updated and reviewed in line with their review dates.</li> <li>• Students accessing multi-year group classrooms (LSR and Nurture) to be seated in bubbles and relevant risk assessment guidance to be followed</li> <li>• Staff CPD following partial and full closure supports the reintegration and continued access to learning for students with SEND, including supporting vulnerable learners in the classroom.</li> </ul>	<p>Ongoing monitoring and review</p>	<p>IEN staff to be allocated time and specific students to support as per faculty allocation</p>	<p>JAM / HNJ</p>	<p>Termly</p>
<p><b>Access to the Curriculum</b></p> <p>Create accessible and effective learning environments for all</p> <p>Part B. SEMH</p>	<ul style="list-style-type: none"> <li>• During partial or full closure, the SSE team continue to contact families where vulnerabilities are identified; records are logged electronically</li> <li>• Continue to use the school counsellor and other external agencies as further assessment source as well as specialist teacher/other professional.</li> <li>• Complete and monitor SDQ assessments for those students who are identified as being at risk of additional SEMH needs</li> <li>• Continue to support students in signposting external sources of support through VT / remote messages / TEAMS meetings as applicable</li> </ul>	<p>Ongoing monitoring and review</p>	<p>SSE staff to be allocated time and specific students to support as per faculty allocation</p>	<p>JAM / HNJ</p>	<p>Termly</p>
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access</p>	<ul style="list-style-type: none"> <li>• Refer to school COVID risk assessment in relation to SEND considerations</li> <li>• Refer to updated Child Protection Policy in relation to supporting students with medical and SEND needs</li> <li>• Individual healthcare plans to be updated to reflect COVID / PHE guidance</li> <li>• Individual student risk assessments to be updated and shared with relevant staff</li> <li>• Use of PPE adheres to COVID guidance and is built into individual students' healthcare plans and risk assessments as necessary</li> </ul>	<p>Ongoing monitoring and review</p>	<p>Risk assessments to be reviewed at Guidance Forum</p>	<p>JAM / HNJ</p>	<p>Termly</p>

<p><b>Premises</b></p> <p>Increase/maintain site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>• Ensure that all COVID risk assessment protocols are in place to support students with medical, accessibility and SEND needs</li> </ul>	<p>September 2020 and ongoing</p>	<p>Individual risk assessments to be reviewed at Guidance Forum</p>	<p>JEM / JAM / HNJ</p>	<p>Termly</p>
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