



Philips High School

Accessibility Plan Policy

Reviewed January 2022: FCR
Next review date: 2025

Philips High School

Accessibility Plan

Working Document – updated Jan 2022

SENDA 2001 / DDA 2001

“Schools must make reasonable adjustments to ensure that disabled pupils are not disadvantaged.”

Removal of barriers to learning and response to diverse needs is central to inclusion.

Access to all is made available by:

- Adapting the curriculum and teaching methods.
- Adapting the accommodation and equipment.
- Making written information accessible to pupils and parents.

Objectives

- To increase accessibility to the curriculum for pupils with disabilities.
- To improve the physical environment / access to the school both externally and internally for pupils with disabilities.
- To improve the accessibility of written information to pupils and parents with disabilities.
- To continue to support the Mental Health and Emotional Wellbeing of pupils with disabilities.

Feedback from Stakeholders

A questionnaire was sent out to all parents and carers for pupils who were identified as having a disability and/or additional need, there were 10 responses. A number of parents said that they felt their child was making progress and were happy with the support their child received in school. Some parents expressed concerns on the following points:

- One parent was concerned about the way that bullying is addressed
- That their child did not know how to access help and support in school
- There were some concerns about lost learning due to COVID.
- Trips that had to be cancelled or postponed due to COVID and communication about this.

Pupils were asked to complete a questionnaire in school to gain their views.

- The majority of pupils said they felt they were making progress in school, some pupils said that they did not think they were making as much progress as they found it hard to manage their behaviour.
- Most pupils said that they felt that they had enough support in school, some said that they would like more support in some lessons.
- Some pupils said that they had an area of responsibility in school.
- Some pupils said that they felt that distractions in lessons sometimes affected their progress.
- Some pupils said that they did not always know who they could go to speak to about problems in school

The feedback from stakeholders will address and be used to inform the Action Plan for January 2022

The Curriculum / Every Child Matters

Action Point	Action / recommendation Required	Staff involved	Resources / budget implications	Timescale
<p>1) To support the emotional and healthy wellbeing of disabled pupils.</p>	<ul style="list-style-type: none"> • Any reports of bullying to be dealt with as set out in the school policies and reviewed. Pupil and parent voice as part of the review. • Information for pupils to be communicated regularly- support in school, emotional wellbeing and Health, bullying. • Careful analysis of the bullying log. • Provide support via the pastoral and guidance system when required. • Mentoring input for ASD • Communication with parents/carers • Use SEN/SENCO support with liason with health agencies and LEA advisory staff. • Physio programmes as recommended by the physio. • SEN support/ mentoring to support disabled pupils with their emotional issues. • To support disabled pupils on transition from primary to 	<p>All staff- incidents to be logged on MyConcern.</p> <p>Place2Be. Early Break</p> <p>Pastoral/ SEN staff</p> <p>Pastoral/ SEN staff.</p>	<p>MyConcern- bullying and safeguarding log.</p> <p>Staff time when required.</p> <p>Staff time for training.</p> <p>Equipment for physio activities from the SEN budget.</p> <p>Funding/ support for Place2Be</p> <p>Text messaging system to contact/ inform parents. More phones to ease communication with parents.</p>	<p>On-going throughout the year.</p>

	<p>secondary and from secondary to college.</p> <ul style="list-style-type: none"> • To have regular contact with parents when required. • To review disabled pupils' progress regularly. • Regular training with staff regarding health issues. • Asthma awareness raising assemblies run by the school nurses. • Continue to raise awareness and work with Place2Be to support pupil's mental health and work towards becoming a mentally healthy school. 			
<p>2) To ensure disabled pupils have support with their learning.</p>	<ul style="list-style-type: none"> • ISA / HLTA input as required. • Access Arrangements as part of pupils normal way of working. • ICT resources – use of laptops (including those provided by the LEA), when required, regularly reviewed. • Use of ICT equipment during examinations. • Use of specialist equipment-based on individual pupil need. 	<p>ISAs, HLTA, SpLD teachers, SENCO, librarian, Exams Officer.</p>	<p>Staff time when required. Differentiated SEN materials from SEN budget.</p> <p>Class teachers to be involved in and aware or pupil's 'normal practise' to inform access arrangements- for example,</p>	<p>On-going throughout the year.</p>

	<ul style="list-style-type: none"> • Additional homework club provision after school. • Withdrawal teaching from fully qualified SpLD/SEN teachers following our criteria. • In class intervention with identified pupils in English and maths lessons by the HLTAs. • Withdrawal small group input via the HLTAs for literacy and numeracy programmes. • Develop systems for recording pupil intervention and measuring impact • Implement further training for literacy and phonics so staff delivering interventions. 		<p>allocating extra time, pupils typing as their normal way of working.</p> <p>SpLD teacher to advise around updates to supporting with exam access arrangements and organise staff training.</p> <p>Additional support staff time – budget implication.</p> <p>Key workers to work with high need pupils to provide additional support.</p> <p>Staff to have access to online training package as part of their</p>	
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			<p>professional development.</p> <p>Edukey- Intervention plans and provisions.</p>	
<p>3) To ensure lessons provide opportunities for all pupils to achieve and barriers to learning have been identified with reasonable adjustments being made.</p>	<ul style="list-style-type: none"> • Promote further understanding of disability as part of the school community and as part of the curriculum. • Music – to support access to the subject for disabled pupils. • P.E. – to ensure that reasonable adjustments / differentiated programmes are in place to ensure participation of disabled pupils following advice from OT and physiotherapist. • To provide specialist seating and equipment as required by the pupil following advice given by outside agencies. • Science / Tech / Art – to ensure that reasonable adjustments are made to ensure participation of disabled pupils. Adaptations to labs and art rooms are still required. 	<p>SENCO, HLTAs and teaching staff.</p> <p>Consultation with occupational therapist and physiotherapist.</p> <p>Support time of specialist HLTA.</p>	<p>Displays and assemblies on inclusion.</p> <p>Purchase of teaching materials e.g. books / films, ICT programmes musical equipment, PE equipment, science, tech, art equipment. To be bought from learning area budgets.</p>	<p>On-going throughout the year.</p>

	<ul style="list-style-type: none"> • Consider approach of sex and relationship education programmes for pupils with SEND and medical conditions. 	Head of Character curriculum and personal development lead. SENCO/SEN staff.		
4) To set suitable learning challenges for all pupils including those with disabilities.	<ul style="list-style-type: none"> • To ensure that pupils with SEND are making progress. • Intervention plan targets to be reviewed termly. • To ensure that pupils have knowledge of know how to progress to the next level. • To monitor the pupils via PPR data, exam data, teacher information. • To monitor pupils via weekly SSA briefing. 	<p>Teaching staff and admin support staff.</p> <p>Dep Head teacher – intervention / Assistant</p> <p>SENCO, HLTAs, ISAs, learning mentors and form tutors.</p>	<p>Staff time.</p> <p>Use of SISRA/ training on SISRA for staff.</p> <p>SENCO to use data as a way of tracking impact of support.</p> <p>Use of Edukey.</p>	On-going throughout the year.
5) To ensure a differentiated curriculum is in place for pupils with learning difficulties.	<ul style="list-style-type: none"> • Implementation of Thrive Pathway for identified pupils. • 	<p>Head of Thrive</p> <p>SENCO, teaching staff, support staff, outside agencies.</p>	Timetable, staff time for training, resources for teaching new courses,	On-going throughout the year. Reviewed annually.

	<ul style="list-style-type: none"> • To have options pathway for pupils in the Thrive pathway at KS4. • To deliver alternative qualifications for pupils with learning difficulties- Entry level, Functional skills and b-tecs. • To track and monitor the use of Alternative Provisions. • To support pupils with SEND with information about college, work and transition. • To provide staff training to develop understanding of how to support pupils with learning and SEMH needs. 	<p>Alternative Provisions.</p> <p>Careers adviser in school.</p>	<p>differentiated materials.</p> <p>Further training for support staff.</p>	
<p>6) To improve the transition to college following KS4 and improve career discussion at the transitional annual review.</p>	<ul style="list-style-type: none"> • To support disabled pupils with their college places and applications. • Arrange for SEN pupils to have time to meet with Careers Adviser in school. 	<p>ISAs, HLTAs, SENCO, Careers Adviser, SEN manager.</p>	<p>SSA, staff time and connexions input to be budgeted for.</p> <p>Implement systems for booking appointment</p>	<p>On-going throughout the year.</p>

	<ul style="list-style-type: none"> • To improve liaison with the colleges particularly re transition for KS4 pupils, i.e. have specific transition meetings and invite college representatives to transitional annual review meetings. • To support disabled pupils with transition to college. • To build on links made with tertiary colleges. 		<p>with careers adviser.</p> <p>Connexions and/or school careers adviser to meet with pupils in school from year 9.</p>	
<p>7) To encourage disabled pupils to take part in music / drama / physical activities / Art / form assemblies.</p>	<ul style="list-style-type: none"> • SSA support to be made available if pupils wish to participate. • Pupils to be made aware of the clubs and activities available. 	ISA.	SSA time to be budgeted for/ apply for funding.	On-going throughout the year.
<p>8) To ensure that teachers differentiate effectively for all pupils' needs in lessons.</p>	<ul style="list-style-type: none"> • Teachers to be made aware that they may need to provide additional time for pupils with disabilities to complete work and to develop this as part of normal practise in lessons. 	Teachers, ISAs, SENCO, (staff to carry out teacher observations) Exams Officer, SpLD teacher.	<p>Teacher time and planning.</p> <p>SpLd teacher to advise.</p> <p>School Robins to collate information from staff.</p>	Ongoing throughout the year.

	<ul style="list-style-type: none"> • Reasonable adjustments made to practical activities and/or use of ASA support. • Support to remove 'barriers to learning'. • Development of new pathways and provisions to support pupil need- Thrive/ Safe Space. • Consider methods of assessment for pupils with disabilities – e.g. use of reader, scribe etc, alternatives to audio assessment for pupils with hearing impairments etc. • Learning walks to look at differentiation is taking place. • SEND training as part of Twilight sessions and INSET days for all staff to be regular. 	<p>SLT/HOD/SENCO</p>	<p>ISA training support.</p> <p>Staff training from SENCO and specialist services.</p> <p>SENCO and Head of Thrive to be involved in learning walks and to observe differentiation and support in lessons.</p>	
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<p>9) To ensure effective access to ICT equipment for disabled pupils.</p>	<ul style="list-style-type: none"> • To provide additional software / equipment e.g. voice recognition, tracker balls etc. • To purchase equipment for pupils with visual impairment. • To have a 'pool' of laptops for pupils with disabilities to use in class when they have difficulties with writing. • Adapt systems to cater for pupil's individual needs in ICT. • Develop the website in such a way that it allows people with different needs accessibility. 	<p>Director of ICT, advice from outside agencies.</p>	<p>Purchase of equipment for use with ICT – budget required for this. Specialist equipment need providing out of school budget if it is recommended by outside agencies.</p> <p>Purchase additional laptops so that pupils are able to use as normal practise as part of lessons.</p>	<p>Long term.</p> <p>Access to laptops-short term.</p> <p>Ongoing</p>
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<p>10) To ensure reasonable access on school trips for disabled pupils.</p>	<ul style="list-style-type: none"> • To complete full risk assessments of all school trips including risk assessments of pupils with disabilities so that reasonable adjustments can be made. • To provide disabled transport when required. • Staff to consult with SEN Manager re care plans etc. • Some ISA support provided for the school trip if required. • Check that the proposed venue has the appropriate disabled facilities. 	<p>ISA, SEN Manager, teachers, SLT in an advisory capacity to ensure all trips comply with the DDA.</p>	<p>Budget implications for additional SSA time and transport requirements.</p>	<p>On-going throughout the year.</p>
<p>11) To raise staff awareness of issues surrounding all disabilities (as included under the definition of a disability in the DDA).</p>	<ul style="list-style-type: none"> • Staff training re the DDA to raise awareness of implications. • On-going staff training re differentiation and removing barriers to learning, re quality first teaching. • On-going staff training re disability issues by specialist support staff. • Staff training re DES and Action Plan. 	<p>SENCO, advisory / specialist support staff, time provided by health support workers.</p>	<p>Twilights. Fees may have to be paid when specialist staff are brought in. Training resources budget. Invest in staff training course to develop in house CPD</p>	<p>On-going throughout the year.</p>

<p>12) To use P-Scales /PIVATS to assess, monitor and measure the progress of severely disabled.</p>	<ul style="list-style-type: none"> • SpLD/SEN teaching staff to assess pupils when required. (This type of assessment only involves a small number of pupils at Philips High School.) • Staff training may be needed in the future – initially English and maths teachers. • Gain support and training from the specialist staff at Elms Bank secondary special school. 	<p>SpLD/SEN teacher, SENCO and Asst SENCO, HLTAs Maths and English teacher time. SLT.</p>	<p>PIVATs file. SpLD/SEN teacher time, SENCO and HLTAs may need to be budgeted for.</p>	<p>On-going throughout the year when required.</p>
<p>13) To ensure that all ISAs are effectively trained to support the needs of pupils with disabilities.</p>	<ul style="list-style-type: none"> • Lifting and handling training. • ICT training- use of specialist equipment if required. • Training re disability awareness. • Specialist teachers training 	<p>ISAs and SEN manger</p>	<p>ISA and HLTA time to be budgeted for.</p> <p>Funding for support staff training.</p> <p>Develop a performance management/ Appraisal process for support staff.</p>	<p>On-going throughout the year.</p> <p>Medium term.</p>

Physical accessibility

External access issues

Action Point	Action / recommendation Required	Staff involved	Resources / budget implications	Timescale
1) Access to the school – transport for severely disabled pupils if required.	<ul style="list-style-type: none"> • Consultation with the LA SEN team – transport section. 	SENCO, SEN Manager.	For LEA	Ongoing throughout the year.
2) Park Lane steps- railings. Disabled parking bays. Access to school office	<ul style="list-style-type: none"> • Edgings to be re-done (a), handrails needs to be in place(b). • There are disabled parking bays . Visitors will be directed to visitor parking • A buzzer system to the school office at wheelchair level outside of the main entrance at the bottom of the steps, so people with disabilities can indicate that they are there. (Possibly an induction loop for hearing aid users.) 	School business manager and Dep Head teacher – intervention and learning support.	For school budget – use of asset management monies.	(a) Easter 2022 (b) Under investigation Parking plan during the summer holiday 2022 Medium term

Access to the building by room 5	<ul style="list-style-type: none"> • Ramp at exit by room G6. 			Medium term
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Internal access issues

Action Point	Action / recommendation required	Staff involved	Resources / budget implications	Timescale
1) To ensure pupil access to practical science.	<ul style="list-style-type: none"> • Rise and fall table for wheelchair access- needed in Science • Lower unit containing sink, gas tap and electrical sockets to support access for pupils in wheelchairs. 	School Business Manager and Dep Head teacher – intervention and learning support.	For school budget – quotations to be sought from asset management monies.	Short term
2) To ensure pupil access to the ICT/CDT facilities.	<ul style="list-style-type: none"> • A rise and fall table to ensure wheelchair access to be considered if issues arise in the future. • Alternatively, a rise and fall chair so the pupil can use the table. • 	School Business Manager and Dep Head teacher – intervention and learning support	For school budget – quotations to be sought from asset management monies.	Short term

		and director of ICT.		
<p>3) The school office.</p> <p>Doors out to the playground – by room 5 and in the new entrance hall.</p>	<ul style="list-style-type: none"> • Lower hatch so pupils and parents with disabilities have access. • Need a handrail outside room G6 and the mat wells need to be checked. 	<p>School finance officer and Asst Head teacher – intervention and learning support.</p>	<p>From asset management monies – quotations to be sought.</p>	<p>Short term</p> <p>Short term</p>
<p>4) Disabled toilet access.</p> <p>Disabled toilet on the upper floor.</p>	<ul style="list-style-type: none"> • Provision needs to be made to enter in an emergency. Keys will be provided to SEN staff in case of emergency. • The toilet needs drop bars and grab rails. • Needs mirror and alarm system. 	<p>School finance officer and Asst Head teacher – intervention and learning support.</p>	<p>Asset management monies.</p>	<p>Short term</p>

All of the disabled toilets.	<ul style="list-style-type: none"> • Need supplies of toilet tissue and paper towels to be replenished. • Two of the four disabled toilets have overhead tracking hoists. All need to be checked to ensure they are in working order, so that they can be used by pupils. 			Physio room serviced fully Upstairs disabled toilet to be serviced in April 2022
5) Fire and emergency evacuation procedures	<ul style="list-style-type: none"> • Need to regularly review the escape strategy, management controls and staff training needed as appropriate. • Evacuation plans (PEEPs) need to include visitors with disabilities; including those using wheelchairs, those who are ambulant and those who are sight /hearing impaired. • Regular reviews of the PEEPs need to be undertaken. • Fire marshalling training for relevant staff. 	Specialist HLTA. Learning support coordinator, SSAs, teaching staff, SMLT, Fire service. To be undertaken by all staff.	Possible cost of training. Out of school budget.	Short term then ongoing throughout the year. Ongoing Training will need to be renewed in the future.

6) Physio room	<ul style="list-style-type: none"> • Hoist needs to be repaired for pupils to use. Update equipment , new bed, paint and redecorate. 	School Business Manager/ site staff	For school budget – quotations to be sought from asset management monies.	Short term
7)Lifts Platform lift	<ul style="list-style-type: none"> • Needs repairing so that it is in full working order and regularly checked/ maintained. 	School Business Manager/ site staff	For school budget – quotations to be sought from asset management monies.	Investigating repair at the moment

Accessibility of written materials to disabled pupils and parents

Action Point	Action / recommendation Required	Staff involved	Resources / budget implications	Timescale
1) To ensure that written information provided to all pupils is accessible to those pupils with learning disabilities. Standard information for pupils might include. <ul style="list-style-type: none"> • Homework. • Timetables. • Worksheets. 	<ul style="list-style-type: none"> • Easy language or taped information (on request) for pupils with learning difficulties. • Pictures or symbols for pupils with communication difficulties. • Enlarged print. • Use of cream/ buff paper 	SENCO advice. SpLD/SEN teacher advice. HLTA advice.	Time implications. Budget implications re photocopying resources, audio CDs and ICT programmes.	On-going throughout the year, as required.

<ul style="list-style-type: none"> • Teacher feedback and marking of work. • Notices. • Tests and examinations. 	<ul style="list-style-type: none"> • Need to discuss and gain advice on all requirements with parents and advisory agencies. • Pupils to have access to laptops to use in lessons if this is their normal way of working. 		Laptops for use in lessons.	
<p>2) To ensure that written information presented to groups is in a user friendly way.</p>	<ul style="list-style-type: none"> • Some pupils may need information to be read aloud, have cream/ buff paper. • Ensure written work is provided in a clear when on interactive whiteboards and resources. • Ensure work/ resources are modified for VI pupils. 	All teaching and support staff. Advice from specialist staff.	Time implications.	On-going throughout the year.
<p>3) ICT facilities to produce written information in different formats.</p>	<ul style="list-style-type: none"> • To have access to laptops / ICT facilities for all curriculum support staff. 	ISAs and SpLD/SEN teachers.	<p>Improving access available to ISAs.</p> <p>More access to ICT equipment in SEN teaching rooms.</p> <p>Support staff to have full access to SIMs and Edukey.</p>	Short term and then ongoing.

<p>4) To ensure that staff are familiar with technology to assist pupils with disabilities.</p> <p>5) To make Irlen Testing available to all pupils who request/need it. To ensure that pupils who are Irlens tested are given an overlay to use independently. To have access the photocopying on buff paper and buff exercise book if required/</p>	<ul style="list-style-type: none"> • To have training re communication aids. • All staff are encouraged to attend ICT training provided by the school. • Engage a fully trained member of staff to deliver the testing. Have paper available near to the photocopier in the staff room for staff to use. Ensure that staff are aware of the list of Irlens tested pupils and that the list is updated. • Buff exercise books are available for pupils with Irlen needs for each subject. • SpLD teacher to take part in training as part of the Dyslexia Inclusion programme. 	<p>ISAs, teaching staff, advisory teacher for the deaf.</p> <p>Trained SpLD teacher. ISAs, Class Teachers.</p>	<p>Time implications and cost implications of providing ICT training.</p> <p>Time</p>	<p>Short term then on-going as required.</p> <p>On-going as required.</p> <p>Long term</p>
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Document to be revised in Dec 2024

Updated by F Cooper

