



# **Philips High School**

## **Accessibility Plan**

### **Working Document – updated Jan 2019**

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 19 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:

- **Concerns that teaching staff did not have a clear understanding of their child's needs.**
- **One parent was concerned about the way that bullying is addressed**
- **Concerns about the communication with school**
- **Concerns about emotional wellbeing**
- **Concerns about planning for their child's future.**
- **Some parents said that finances could be a barrier to their children going on school trips.**

Pupils were asked to complete a questionnaire in school to gain their views, 31 pupils completed the questionnaire. In response to the questionnaire the following points were raised.

- **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 felt they could not go on school trips because of their behaviour in school or due to the cost.
- 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.

The feedback from stakeholders will be used to inform the Action Plan for January 2019.

### The Curriculum / Every Child Matters

Action Point	Action / recommendation Required	Staff involved	Resources / budget implications	Timescale
<p><b>1)</b> To support the emotional and healthy wellbeing of disabled pupils.</p>	<ul style="list-style-type: none"> <li>• Complaints re bullying from disabled pupils to be taken very seriously.</li> <li>• Careful analysis of the bullying log taking action asap.</li> <li>• Provide support via the guidance system when required.</li> <li>• Use HLTA support as and when required.</li> <li>• Mentoring input for ASD pupils with HLTA</li> <li>• Improved communication with parents/carers</li> </ul>	<p>All staff- incidents to be logged on Edukey and dealt with asap.</p> <p>NHS staff (advice and training), LEA advisory staff, form tutors, directors of guidance, HLTA input, learning mentors (HoY) and SENCO.</p> <p>Place2Be.</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>On-going throughout the year.</p>

	<ul style="list-style-type: none"> <li>• Use HLTA /SENCO support with liason with health agencies and LEA advisory staff.</li> <li>• Physio programmes as recommended by the physio.</li> <li>• Use learning mentors to support disabled pupils with their emotional issues.</li> <li>• To support disabled pupils on transition from primary to secondary and from secondary to college.</li> <li>• Use learning mentors to support disabled pupils with their skills, e.g. organisational skills.</li> <li>• To have regular contact with parents when required.</li> <li>• To review disabled pupils' progress regularly.</li> <li>• Regular training with staff regarding health issues.</li> <li>• Asthma awareness raising assemblies run by the school nurses.</li> <li>• Continue to raise awareness and work with Place2Be to support pupil's mental health and work towards becoming a mentally healthy school.</li> </ul>	<p>Connexions- SEN Personal advisor.</p>	<p>Text messaging system to contact/ inform parents. More phones to ease communication with parents.</p> <p>Edu key Package for safeguarding- reports and SEN intervention planning.</p>	
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<p><b>2)</b> To ensure disabled pupils have support with their learning.</p>	<ul style="list-style-type: none"> <li>• SSA / HLTA input as required.</li> <li>• ICT resources – use of laptops (including those provided by the LEA), when required, regularly reviewed.</li> <li>• Use of ICT equipment during examinations.</li> <li>• Use of ‘text talk’ in lessons and during examinations.</li> <li>• Supported homework club at lunch time.</li> <li>• Additional homework club provision after school.</li> <li>• Withdrawal teaching from fully qualified SpLD/SEN teachers following our criteria.</li> <li>• In class intervention with identified pupils in English and maths lessons by the HLTAs.</li> <li>• Withdrawal small group input via the HLTAs for literacy and numeracy programmes.</li> <li>• Peer mentoring support with reading for identified pupils.</li> <li>• Continue with STAR reading programme.</li> </ul>	<p>SSAs, 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 of pupil’s ‘normal practise’ to inform access arrangements- for example- ICT programme- reading text, use of a laptop in lessons.</p> <p>SpLD teacher to update qualification in order to access for Access Arrangements.</p>	<p>On-going throughout the year.</p>

	<ul style="list-style-type: none"> <li>• Develop systems for recording pupil intervention and measuring impact</li> </ul>		<p>Additional support staff time – budget implication.</p> <p>Key workers to work with high need pupils to provide additional support.</p> <p>To provide further training for support staff to skill up SEN support.</p> <p>Edukey- Intervention plans and provisions.</p>	
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<p><b>3)</b> 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"> <li>• Show disabled pupils in a 'positive light' within the school curriculum. To continue with initiatives such as dyslexia awareness week. Display posters of celebrities who have dyslexia.</li> <li>• Music – to support access to the subject for disabled pupils.</li> <li>• P.E. – to ensure that reasonable adjustments / differentiated programmes are in place to ensure participation of disabled pupils following advice from OT and physiotherapist.</li> <li>• To provide specialist seating and equipment as required by the pupil following advice given by outside agencies.</li> <li>• 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.</li> <li>• Consider approach of sex and relationship education programmes for pupils with inherited conditions.</li> </ul>	<p>SENCO, HLTAs and teaching staff.</p> <p>Consultation with occupational therapist and physiotherapist.</p> <p>Support time of specialist HLTA.</p> <p>Director of Lifeskills/ SENCO/SEN staff.</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>Work with Elms Bank to plan the way that Sex and Relationship programmes are delivered.</p>	<p>On-going throughout the year.</p>
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<p><b>4)</b> To set suitable learning challenges for all pupils including those with disabilities.</p>	<ul style="list-style-type: none"> <li>• To ensure that pupils with SEND are making the required progress.</li> <li>• Intervention plan targets to be reviewed termly.</li> <li>• To ensure that pupils have knowledge of how to progress to the next level.</li> <li>• To monitor the pupils via PPR data, exam data, teacher information.</li> <li>• To monitor pupils via weekly SSA briefing re progress.</li> </ul>	<p>Teaching staff and admin support staff.          Dep Head teacher – intervention / Assistant Headteacher Data, Learning support, SENCO, HLTAs, SSAs, learning mentors and form tutors.</p>	<p>Staff time.          Use of SISRA/ training on SISRA for staff.          SENCO to use data as a way of tracking impact of support.          Use of Edukey-School Robins.</p>	<p>On-going throughout the year.</p>
<p><b>5)</b> To ensure a differentiated curriculum is in place for pupils with learning difficulties.</p>	<ul style="list-style-type: none"> <li>• To have a group set up with a specific timetable following a specially differentiated curriculum in KS4 and KS3.</li> <li>• To have a specific options 'pathway' set up for pupils with learning difficulties in KS4.</li> <li>• To deliver alternative qualifications for pupils with learning difficulties- Entry level, Functional skills and b-tecs.</li> </ul>	<p>Dep Head Teachers, curriculum, Assistant Head Teachers, SENCO, Assistant SENCO, teaching staff, support staff, outside agencies.          Alternative Provision/ Work Placements.</p>	<p>Timetable, staff time for training, resources for teaching new courses, differentiated materials.          Further training for support staff.</p>	<p>On-going throughout the year. Reviewed annually.</p>



	<ul style="list-style-type: none"> <li>• To develop the use of Alternative Provision and Work Experience placements.</li> <li>• To support pupils with disabilities if they choose college placements.</li> <li>• To liaise and seek further support from Elms Bank secondary special school when required for specific pupils.</li> <li>• To provide staff training to develop understanding of how to support pupils with learning and SEMH needs.</li> </ul>	Careers adviser in school/ Connexions.		
<p><b>6)</b> To improve the transition to college following KS4 and improve career discussion at the transitional annual review.</p>	<ul style="list-style-type: none"> <li>• To support disabled pupils with their college places and applications.</li> <li>• Arrange for SEN pupils to have time to meet with Careers Adviser in school. Connexions to be involved with pupils with EHCPs</li> <li>• To provide appts with the Careers Co-ordinator when required.</li> </ul>	SSAs, specialist HLTA, SENCO, Careers Co-ordinator Connexions advisors.	<p>SSA, staff time and connexions input to be budgeted for.</p> <p>Implement systems for booking appointment with careers adviser.</p>	On-going throughout the year.

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To support disabled pupils with transition to college.</li> <li>• To build on links made with tertiary colleges.</li> </ul>		Connexions and/or school careers adviser to meet with pupils in school from year 9.	
<b>7)</b> To encourage disabled pupils to take part in music / drama / physical activities / Art / form assemblies.	<ul style="list-style-type: none"> <li>• SSA support to be made available if pupils wish to participate.</li> <li>• Pupils to be made aware of the clubs and activities available.</li> </ul>	SSA.	SSA time to be budgeted for/ apply for funding.	On-going throughout the year.
<b>8)</b> To ensure that teachers differentiate effectively for all pupils' needs in lessons.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Reasonable adjustments made to practical activities and/or use of SSA support.</li> </ul>	Teachers, SSAs, SENCO, (staff to carry out teacher observations) Exams Officer, SpLD teacher.	Teacher time and planning.  SpLd teacher to advise.  School Robins to collate information from staff.	Ongoing throughout the year.

	<ul style="list-style-type: none"> <li>• Support to remove ‘barriers to learning’.</li> <li>• Creating new Pathways to meet the needs of all pupils.</li> <li>• Consider methods of assessment for pupils with disabilities – e.g. use of reader, text help scribe etc, alternatives to audio assessment for pupils with hearing impairments etc.</li> <li>• Lesson observation to ensure differentiation is taking place. Learning walks and ‘looks’</li> <li>• INSET re disabilities for all staff to be regular.</li> <li>• Teachers to use information gained from INSET provided.</li> <li>• To build links between the school and the local special school in order to gain advice and support for our pupils with learning difficulties.</li> </ul>	<p>SLT/HOD/SENCO</p>	<p>SSA training support from Elms Bank-intervention.</p> <p>Staff training from SENCO and specialist services.</p> <p>SENCO to be involved in learning walks and to observe differentiation and support in lessons.</p>	
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<p><b>9)</b> To ensure effective access to ICT equipment for disabled pupils.</p>	<ul style="list-style-type: none"> <li>• To provide additional software / equipment e.g. voice recognition, tracker balls etc.</li> <li>• To purchase equipment for pupils with visual impairment.</li> <li>• To have a 'pool' of laptops for pupils with disabilities to use in class when they have difficulties with writing.</li> <li>• Adapt systems to cater for pupil's individual needs in ICT.</li> <li>• Develop the website in such a way that it allows people with different needs accessibility.</li> </ul>	<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><b>10)</b> To ensure reasonable access on school trips for disabled pupils.</p>	<ul style="list-style-type: none"> <li>• To complete full risk assessments of all school trips including risk assessments of pupils with disabilities so that reasonable adjustments can be made.</li> <li>• To provide disabled transport when required.</li> <li>• Staff to consult with specialist HLTA re care plans etc.</li> <li>• Some SSA support provided for the school trip if required.</li> <li>• Check that the proposed venue has the appropriate disabled facilities.</li> </ul>	<p>SSA, specialist HLTA, teachers, SMLT 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><b>11)</b> 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"> <li>• Staff training re the DDA to raise awareness of implications.</li> <li>• On-going staff training re differentiation and removing barriers to learning, re quality first teaching.</li> <li>• On-going staff training re disability issues by specialist support staff.</li> <li>• Staff training re DES and Action Plan.</li> </ul>	<p>SENCO, advisory / specialist support staff, time provided by health support workers.</p>	<p>PAD time. 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><b>12)</b> To use P-Scales /PIVATS to assess, monitor and measure the progress of severely disabled.</p>	<ul style="list-style-type: none"> <li>• SpLD/SEN teaching staff to assess pupils when required. (This type of assessment only involves a small number of pupils at Philips High School.)</li> <li>• Staff training may be needed in the future – initially English and maths teachers.</li> <li>• Gain support and training from the specialist staff at Elms Bank secondary special school.</li> </ul>	<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><b>13)</b> To ensure that all SSAs are effectively trained to support the needs of pupils with disabilities.</p>	<ul style="list-style-type: none"> <li>• Lifting and handling training.</li> <li>• EVAC chair training.</li> <li>• ICT training- use of specialist equipment if required.</li> <li>• Training re disability awareness.</li> <li>• Specialist teachers training</li> </ul>	<p>SSAs and Specialist HLTA.</p>	<p>SSA 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
<p><b>1)</b> Access to the school – transport for severely disabled pupils if required.</p>	<ul style="list-style-type: none"> <li>• Consultation with the LA SEN team – transport section.</li> </ul>	<p>SENCO, Specialist HLTA.</p>	<p>For LEA</p>	<p>Ongoing throughout the year.</p>
<p><b>2)</b> New entrance hall doors, both sides, and entrance to art block.</p> <p>Park Lane steps.</p> <p>Outside room 13.</p> <p>Disabled parking bays and a sign.</p> <p>Access to school office</p>	<ul style="list-style-type: none"> <li>• We have the ramp – edgings need marking.</li> <li>• Edgings to be re-done, handrails needs to be in place.</li> <li>• Hand rail to be put along the wall side.</li> <li>• There are disabled parking bays but these need to be repainted. There needs to be clear signage so that these are not blocked.</li> <li>• There should be a sign indicating where people with disabilities should go.</li> <li>• There needs to be clearer signage, indicating the way to the school reception.</li> </ul>	<p>School business manager and Dep Head teacher – intervention and learning support. N.B. all these jobs have been commissioned and should be completed shortly.</p>	<p>For school budget – use of asset management monies.</p>	<p>Short term</p>

<p>Access to the building by room 5 Sports hall.</p>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• Ramp at exit by room 5.</li> <li>• Speak to the company that run the sports hall- access ramp to the weights room needs further flagging.</li> </ul>			<p>Medium term</p> <p>Medium term</p>
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### Internal access issues

Action Point	Action / recommendation required	Staff involved	Resources / budget implications	Timescale
<p>1) To ensure pupil access to practical science.</p>	<ul style="list-style-type: none"> <li>• Rise and fall table for wheelchair access- needed in Science.</li> </ul>	<p>School Business Manager and Dep Head</p>	<p>For school budget – quotations to be sought from</p>	<p>Short term</p>



	<ul style="list-style-type: none"> <li>• Lower unit containing sink, gas tap and electrical sockets to support access for pupils in wheelchairs.</li> </ul>	teacher – intervention and learning support.	asset management monies.	
<b>2)</b> To ensure pupil access to the ICT/CDT facilities.	<ul style="list-style-type: none"> <li>• A rise and fall table to ensure wheelchair access to be considered if issues arise in the future.</li> <li>• Alternatively, a rise and fall chair so the pupil can use the table.</li> <li>• A rise and fall table in the CDT classroom.</li> </ul>	School Business Manager and Dep Head teacher – intervention and learning support and director of ICT.	For school budget – quotations to be sought from asset management monies.	Short term
<b>3)</b> The school office.  Doors out to the playground – by room 5 and in the new entrance hall.  Sports hall.	<ul style="list-style-type: none"> <li>• Lower hatch so pupils and parents with disabilities have access.</li> <li>• Need a handrail outside room 5 and the mat wells need to be checked.</li> <li>• Disabled shower facilities are needed.</li> </ul>	School finance officer and Asst Head teacher – intervention and learning support.  Canteen catering company  Company involved with refurbishment.	From asset management monies – quotations to be sought.  Canteen catering company  Company involved with refurbishment.	Short term  Short term  Short term  Medium term

<p><b>4) Disabled toilet access.</b></p> <p>Disabled toilet on the upper floor.</p>          <p>All of the disabled toilets.</p>	<ul style="list-style-type: none"> <li>• Provision needs to be made to enter in an emergency.</li> <li>• The toilet needs drop bars and grab rails.</li> <li>• Needs mirror and alarm system.</li> <li>• Need supplies of toilet tissue and paper towels to be replenished.</li> <li>• Only 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.</li> </ul>	<p>School finance officer and Asst Head teacher – intervention and learning support.</p> <p>Caretakers and cleaning staff.</p>	<p>Asset management monies.</p>	<p>Short term</p>          <p>Ongoing throughout the year.</p>
<p><b>5) Fire and emergency evacuation procedures</b></p>	<ul style="list-style-type: none"> <li>• Regular training for SSAs in the use of evac chairs.</li> <li>• Need to regularly review the escape strategy, management controls and staff training needed as appropriate.</li> <li>• Evacuation plans (PEEPs) need to include visitors with disabilities; including those using wheelchairs, those who</li> </ul>	<p>Specialist HLTA. Learning support coordinator, SSAs, teaching staff, SMLT, Fire service.</p>	<p>Possible cost of training.</p>	<p>Short term then ongoing throughout the year.</p>

	<p>are ambulant and those who are sight /hearing impaired.</p> <ul style="list-style-type: none"> <li>• Regular reviews of the PEEPs need to be undertaken.</li> <li>• Fire marshalling training for relevant staff.</li> </ul>	To be undertaken by all staff.	Out of school budget.	Ongoing  Training will need to be renewed in the future.
<b>6) Physio room</b>	<ul style="list-style-type: none"> <li>• Need repainting after water damage.</li> <li>• Hoist needs to be repaired for pupils to use.</li> </ul>	School Business Manager/ site staff	For school budget – quotations to be sought from asset management monies.	Short term
<b>7)Lifts</b>  <b>Platform lift</b>	<ul style="list-style-type: none"> <li>• Needs repairing so that it is in full working order and regularly checked/ maintained.</li> </ul>	School Business Manager/ site staff	For school budget – quotations to be sought from asset management monies.	Short term

### **Accessibility of written materials to disabled pupils and parents**

Action Point	Action / recommendation Required	Staff involved	Resources / budget implications	Timescale
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<p><b>1)</b> To ensure that written information provided to all pupils is accessible to those pupils with learning disabilities. Standard information for pupils might include.</p> <ul style="list-style-type: none"> <li>• Homework.</li> <li>• Timetables.</li> <li>• Worksheets.</li> <li>• Teacher feedback and marking of work.</li> <li>• Notices.</li> <li>• Tests and examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Easy language or taped information (on request) for pupils with learning difficulties.</li> <li>• Pictures or symbols for pupils with communication difficulties.</li> <li>• Enlarged print.</li> <li>• Use of coloured paper</li> <li>• Need to discuss and gain advice on all requirements with parents and advisory agencies.</li> <li>• To use 'text help' software and train the pupils to use it.</li> <li>• Pupils to have access to laptops to use in lessons if this is their normal way of working.</li> </ul>	<p>SENCO advice. SpLD/SEN teacher advice. HLTA advice.</p>	<p>Time implications. Budget implications re photocopying resources, audio CDs and ICT programmes. Laptops for use in lessons.</p>	<p>On-going throughout the year, as required.</p>
<p><b>2)</b> To ensure that written information presented to groups is in a user friendly way.</p>	<ul style="list-style-type: none"> <li>• Some pupils may need information to be read aloud, have coloured paper or use ICT programmes etc.</li> <li>• Ensure written work is provided in a clear when on interactive whiteboards and resources.</li> <li>• Ensure work/ resources are modified for VI pupils.</li> </ul>	<p>All teaching and support staff. Advice from specialist staff.</p>	<p>Time implications.</p>	<p>On-going throughout the year.</p>

<p><b>3) ICT facilities to produce written information in different formats.</b></p>	<ul style="list-style-type: none"> <li>To have access to laptops / ICT facilities for all curriculum support staff.</li> </ul>	<p>SSAs and SpLD/SEN teachers.</p>	<p>Improving access available to SSAs.</p> <p>More access the computers in 29a and the staff room for support staff to access.</p> <p>Support staff to have access to e-portal.</p>	<p>Short term and then ongoing.</p>
<p><b>4) To ensure that staff are familiar with technology to assist pupils with disabilities.</b></p> <p><b>5) To make Irlen Testing available to all pupils who request/need it. To ensure that pupils who are Irlens tested have access to their overlays or have work photocopied onto coloured paper as per their preference.</b></p>	<ul style="list-style-type: none"> <li>To have training re communication aids.</li> <li>All staff are encouraged to attend ICT training provided by the school.</li> <li>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. Keep pupils' overlays in a place where they can be easily used. Ensure that staff are aware of the list of Irlens tested pupils and that the list is updated.</li> </ul>	<p>SSAs, teaching staff, advisory teacher for the deaf.</p> <p>Trained SpLD teacher</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>

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**Document to be revised in Dec 2021**

**Updated by F Cooper**