

St Peter's School

Access Plan 2014 – 2016

Introduction

This plan has been drawn up to reflect the school's intention to progress its ability to promote disability equality and to eliminate discrimination. This plan is a revision of the 2010-2013 plan and is now produced in a format that clearly shows key areas objectives, activity, lead responsibilities, resources, timescales and critical success factors.

Key areas	A	Governance
	B	Physical Access
	C	Staff
	D	Education Curriculum, pastoral, extra curricular
	E	Access to information and wider community.

A Governance					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
A1 To ensure the Access Plan and Planning meet DDA requirements	Annual Report/Up-date	Whole Governing Body and committees	Access Plan and audits	Annual	Paperwork reviewed and agreed to be appropriate
	Three Year Review				
	New Draft of Policy/Scheme			January 2014	
	New Draft of Access Plan		Draft Plan	January 2014	Accepted and agreed by Governing Body
	Annual Inclusion Meeting		School Development Plan and Access Plan	Annual Review and planning on-going	
A2 Governors Knowledge of Disability and SEN	Whole governing Body training. Extended sessions for identified groups	Chair of Governors Head Teacher	TBA		All governors have a basic knowledge some more knowledge relevant to their role.
A3 Policy Statements show compliance to DDA and inclusion	Review policies with reference to disability equality	Whole Governing Body and committees	Policy statement	3 yearly review	Record of all policies meeting criteria

B Physical Access					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
B1 New builds and developments to meet DDA	Record of work completed and plans for new developments	Site Manager and Deputy Head	Access audits and plans	On-going	Work completed to specifications
B2 Newman Centre	To develop its joint usage as an access centre.	Deputy Head Teacher and Assistant SENCO	The centre	On-going	Centre being used.
B3 Visitors to the site To meet needs of parents, public with disabilities visiting the site	1.To review access policy on letting and published information. 2.Disability training for staff dealing with the public eg office staff, site management, Finance Manager.	Finance Officer and Senior Leader for Inclusion	To be arranged	To be completed by 2014	Documentation and record of activity
B4 New builds and development to meet DDA standards	All plans for developments within school to include accessibility eg Newman Centre, Iford has been developed with accessible approach entrance and toilet facilities.	Deputy Head Teacher and Governors Premises Committee	New plans as drawn up	On-going	Work completed
	Acoustic audits to continue for access of hearing impaired students.				
B5 Utilising modified/adapted areas	Match learning area to student needs	Subject Leaders	Students timetables	On-going	Review of student progress
B6 Progression of access audit Southbourne/Iford		Senior Leader & Deputy Head Teacher & Premises Committee	Access Audit	Annual review and planning of work	Programme of work for access set out for both anticipatory and responsive.
B7 Evacuation procedures	To identify students with Special Educational Needs or additional needs who need special arrangements for evacuation	Senior Leader	Access Audit and student needs	Annual Review and on-going	Individual plans in place where required.

C Staff					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
C1 Staff recruitment policy and retention policy	To review and redraft policies in light of new legislation 2010	Governors & Finance Officer	Existing staffing policy	January 2014	New draft to be compliant with regulations and agreed by Governing Body
	To develop a confidential system through which staff can register disabilities, discuss access needs and reasonable adjustments be made.	Head Teacher & Finance Officer	To be introduced	Onset Summer 2014	Data collated and stored confidentially. Action plans where required introduced.
	To monitor impact of this.				
C2 Disability awareness training for non teaching staff	<ul style="list-style-type: none"> • Catering • Lunchtime supervisors • Caretaking • Administrative 	Head Teacher, Finance Officer & Senior Leader for Inclusion	To be identified 2014 – 2016	On-going Onset summer 2014	Evidence base to be kept that all non teaching staff have received some training.

C Staff					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
C3 Improving teaching and learning.	School Development Plan	Senior Leaders Team	School Development Plan		SEF
C4 Teachers and TAs awareness of student needs	New to school induction meeting for inclusion	Senior Leader for Inclusion			
	Publication of Special Educational Needs, disability and medical needs annually and amendments as required each year.	Senior Leader for Inclusion, Deputy Head Teacher	Student details, print out & photos	Sept annually then as required	Details published
C5 CPD	1. Teachers, Teaching Assistants, Cover Supervisors to be offered opportunity to follow IDP as part of National Strategy.	Senior Leader for Inclusion, Deputy Head Teacher, Assistant Head Teacher	National Strategies Individual Development Plan interactive resources for dyslexia, SLCN, ASD on line	Onset Sept 2014	CPD units completed and verified
	2. TA training to match student need in line with statement of special educational needs	Senior Leader for Inclusion, Assistant Head Teacher	Statements of Special Educational Needs	As driven by Annual Review	Key teaching assistants complete training
	3. Staff Handbook – Inclusion Special Education Needs advice on strategies	Senior Leader for Inclusion, Assistant SENCO	Staff Handbook	To be revised for start of each new academic year	Handbook revised annually

D Education (curriculum, pastoral, extra curricular)					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
D1 Students	Medical lists drawn up	Deputy Head Teachers	Information from parents	On-going	Information available to all relevant members of staff
D2 Staying safe and wellbeing To ensure that the most vulnerable students with disabilities have an equality of access	Safeguarding Personal Plans Pastoral Support Plans Common Assessment Framework Forms Statements and Individual Education Plans Parenting Contracts (eg attendance)	Deputy Head Teacher, Senior Leaders, Year Leaders, Educational Social Worker	Refer to separate policies and protocols	On-going	Successful interventions documented and good records kept.
D3 Medicines, Personal Care	Intimate care arrangements and special medical arrangements	Deputy Head Teacher, Senior Leaders	Advisory notes from medical services	On-going by individual need	Students involved in full range of school activities
D4 To ensure that all students with additional needs that require specific arrangements are in place	Meeting with parents, social workers, health care professionals etc	Governors Head Teacher	Planned meetings with parents/carers and other professionals	On-going	All students with disabilities will have had the opportunity for their needs to be discussed and action plans drawn up
	Epipen training Special first aid arrangements	Head Teacher	Dependent on individual student or group type	On-going and annual	Sufficient numbers of staff in place to ensure health and safety factors being met
	Safe areas for vulnerable students. For both time out from curriculum and social times	Assistant Head Teacher/ Senior Leader for Inclusion	Rooms made available to meet need.	On-going Must be identified by Sept each year	Vulnerable students access resource. Log of usage to be kept.
D5 Conflict resolution	Restorative justice programme	Deputy Head Teacher/Inclusion Manager	Developed with Local Authority	On-going, identified in SDP	Records of incidences relating to disability recorded and success factors identified
D6 Anti-bullying	Specific reference to disabilities to be included in all initiatives.	Deputy Head Teacher	School policy	Included within SDP	Formal records kept with outcomes

D Education (curriculum, pastoral, extra curricular)					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
D7 Curriculum Monitoring and assessment. To ensure that students with disability/Special Educational Needs are achieving as well as or better than peers	Tracking student performance Monitoring of ten weekly reviews by a)individual profile b)group profile Action plan to follow Annual review of students with Special Educational Needs Redraft as required	Assistant Head Senior Leader Senior Leader	Performance tracker GCSE and public examinations Raise on-line	On-going	Overall progress of students reported on annually
To be a disability friendly school D8 Access to KS3 and KS4 D9 Access to KS4 D10 Teaching	Curriculum to be offered to meet 14-19 Department plans to include access and differentiation. Embedded but needs to be reviewed.	Governors, Head Teacher, Deputy Head Teacher, Assistant Head Teacher, Senior Leader for Inclusion	School Disability Plan	On-going	Appropriate learning experience in place Student performance positively tracked
D11 Access Arrangements Public Examinations	Identify students who meet Joint Council criteria for special arrangements	Senior Leader for Inclusion, Assistant SENCO, Exams Officer			
D12 Admissions To ensure policy and practice promote equal opportunities for students with disability	Work with parents and Local Authority to identify prospective disabled students and to identify how they can be included at St Peter's.	Head Teacher, Deputy Head Teacher, Governors Admissions Committee, Senior Leader for Inclusion	Proposed admissions documentation	On-going	Disabled students admitted to school with appropriate arrangements in place

D Education (curriculum, pastoral, extra curricular)					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
D13 To ensure that principles of ECM are applied	SIP and CAF training	Deputy Head Teacher	SIP	On-going Reporting back	ECM agenda clear and evident in all aspects of SIP
D14 Attendance and behaviour to ensure that students with disabilities or Special Educational Needs have similar attendance to the rest of the school and that fixed term exclusion rates are low	Review attendance on ten weekly reviews identify any issues arising. Action on discrepancy Review students' positives and negatives Exclusion analysis	Assistant Head Teacher, Snr Leader for Inclusion, Snr Leader Subject Leaders Year Leaders Inclusion Manager	Eportal	Termly	Clear log, reduction in exclusions. Purposeful action shown
D15 Extra curricular School clubs School visits Work experience Yr 10 To promote disability access in the work place by securing placements for the most vulnerable.	Action – present to governors Promote inclusion and access at all levels. Audit participation levels Planning to consider access and inclusion issues Additional support and advice for disabled students from a team appropriate to include SENCO, Year Leaders, carers, dedicated Teaching Assistant and parents	Education Visits Co-ordinator		On-going	All students have equal access to be included in school visits. Records of events to be archived.

E Access to Information and Wider Community					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
E1 Engaging parents	Meetings as part of assessment of needs IEP reviews and Annual Reviews	Head Teacher, Senior Leaders Team	Review calendar	As required individually	Parents voice re disability heard and responded to
E2 To ensure information relating to access and disability is available to parents and public focus	To develop school website to make 'access' information available online.	Senior Leaders Team, Senior Leader for Inclusion	School website and information packs	2014 -> 2016	Increased information available.
E3 To anticipate need	Parents of prospective students with disabilities are encouraged to visit both sites to discuss access issues and any reasonable adjustment that may be required	Deputy Head Teacher, Senior Leader for Inclusion	Medical advice Statement of SEN Local Authority/Health Authority Representative Joint Planning	Usually autumn term of year 6	Students admitted to school without any outstanding access issues to be addressed by the school.

E Access to Information and Wider community					
Objective	Activity	Lead Responsibility	Resources	Timescale	Critical Success Factors
E4 Performing Arts Able and disabled students working together	Remix Dance/Drama Company partnership with Linwood and Victoria Schools	Subject Leader for Dance	Dance staff and dance leaders	On-going	Repertoire created and toured with
E5 Sports College Working in wider community promoting disability equality	Family Fun Nights active encouragement for vulnerable groups to join. Bournemouth Athletics Club Disability Group using school facilities. Links with special schools via sports leaders and special events.	Senior Leader	School activities programme and lettings	On-going	Records of numbers of events and attendees.
E6 Chaplaincy To ensure that all disabled members of the community are fully included	Chaplaincy Team to up-date on how disabled people are involved and how they are promoted.	School Chaplain	To be confirmed	To be confirmed	Assemblies delivered Disabled students included in activities etc.