



Prince Albert HIGH SCHOOL



Accessibility Plan

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Prince Albert High School
Accessibility Plan

Contents

1. STARTING POINTS.....	3
Introduction.....	3
1A The purpose and direction of the school's plan: vision and values	3
1B Information from pupil data and school audit	3
1C Views of those consulted during the development of the plan.....	3
3. MAKING IT HAPPEN.....	3
3A Management, co-ordination and implementation	3
3b Making the plan available	4
Accessibility Action Plan.....	4
2A Increasing the extent to which disabled pupils can participate in the school curriculum.....	4
2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services.....	6
2C Improving the delivery of information that is provided to all stakeholders.....	8

1. STARTING POINTS

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover education. Since September 2002, the Board of Trustees has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Academy Committee of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A The purpose and direction of the school's plan: vision and values

We aim to value the individuality of all of our pupils. We are committed to giving each pupil at our schools every opportunity to achieve the highest of standards, to ensure that all pupils are happy, involved and engaged in all areas of the school. We will ensure that every pupil is treated as a special, unique individual who has the potential to shine. We will work together to make sure pupils feel safe, secure, cared for, and appreciated for being themselves.

In working towards this, we aim to:

- provide a structured, caring, learning environment, using those experiences which pupils bring to school.
- form positive partnerships between home, school, and community.
- prepare pupils for living in a multicultural society and build upon the strengths of cultural diversity.
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social, and cultural development.
- to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve.
- prepare pupils for their future role in society developing their knowledge, skills, and attitudes.

1B Information from pupil data and school audit

Prince Albert High School is a six-form entry secondary school, that is part of the Prince Albert Community Trust. It is a new building catering for 180 year 7 pupils, in the first year. The school will grow year on year by 180 pupils each year. The school has an experienced Inclusion and Pastoral Team who have undergone specialist training in order to fully meet the needs of pupils with SEN and disabilities. Most staff have experience of working with pupils with Special Educational Needs and Disabilities and a range of continuing professional development opportunities are made available to further develop expertise.

1C Views of those consulted during the development of the plan.

Prince Albert High School actively uses consultation and a working party approach, with an ongoing cycle of consultation for all stakeholders. Specific groups are asked about issues which are pertinent to them. This plan has been written in consultation with parents of pupils with disabilities, staff and external agencies working with the school and pupils.

2. THE MAIN PRIORITIES IN THE SCHOOL PLAN

2A curriculum

2B environment

2C information

See full plan after Section 3B.

3. MAKING IT HAPPEN

3A Management, co-ordination, and implementation

The School's Accessibility Plan will be presented to the CEO/DCEO for approval. It is a three-year plan that will be reviewed annually by the school Senior Leadership Team.

Progress will be reviewed by considering the following questions:

- have we done what we said we would?
- has it had any impact?

This will be reviewed by Executive Leadership. The Plan will be revised as necessary during its lifetime. The lead responsibility for the implementation of the plan will be the Head of School, although the Lead Practitioner for Inclusion and SEND and other members of the Senior Leadership Team may have responsibilities, as outlined in the plan. Details of the resources (financial and human) required to successfully carry out the actions are detailed in the plan, along with timescales and will be reflected in the Inclusion action plan and budget plans for site and inclusion.

3b Making the plan available

The School's Accessibility Plan will be available on the website. Hard copies of the Plan are available on request from the school office.

Accessibility Action Plan

2A Increasing the extent to which disabled pupils can participate in the school curriculum

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Regularly review the individual needs of pupils to ensure they have maximum access to the curriculum.	Ensure that there is a pupil profile containing all information on the pupil which is shared with staff. Develop plans and provision alongside specialist services.	Lead Practitioner for Inclusion and SEND.	September 21	Ongoing	Pupils and parents feel fully supported and involved in their education. 100% of pupils with complex individual needs will have their needs met.	Half termly monitoring by the Lead Practitioner for Inclusion and SEND. Reviewed by DHT.
Ensure that all staff have the necessary training and support to enable them to support pupils with Special Educational Needs and Disabilities, so they are fully involved in school life.	NQT training programme. Training offered termly through PLD offer. In class support for individual staff on request.	Lead Practitioner for SEND & Inclusion	September 21	Ongoing	95% of new staff will demonstrate an increased level of confidence in meeting the needs of pupils with SEND through staff questionnaires.	Monitored informally every fortnight by SLT. Reviewed termly by HoS.
Teachers and Senior Inclusion Support Workers aware of a range of strategies they can use to support the full range of SEND within their class.	PLD sessions to share strategies for the five main areas of need within SEND. Share PACT provision matrix to support the implementation of targeted provision. Lead	Lead Practitioner for SEND DHT	Sept 21	July 23	100% of staff will understand the needs of the children on their SEND register and will have a bank of strategies that they can use to support them. Throughout the year, 90% of strategies suggested by outside agencies will be	Monitored by SLT

	<p>Practitioner for Inclusion to support staff within year group meetings.</p> <p>Access to training via PLD offer each term.</p> <p>Fortnightly learning walks.</p> <p>Develop one-page profiles for each pupil on the SEN register.</p>				implemented consistently for a sustained period of time.	
Provide iPad with keyboard and pencil for pupils with a visual impairment to support access to curriculum.	Get quotes and order resources.	Lead Practitioner for SEND & Inclusion Trust Leader for ICT.	July 2021	Start using from September 2021	Pupils with a visual impairment will have an iPad with pencil and keyboard.	Lead Practitioner for Inclusion & SEND.
For all pupils on the SEND register to have a One Page Profile to ensure their needs are fully met.	<p>All staff to read and start using One Page Profiles for pupils transferring from a PACT primary school.</p> <p>One-page profiles to be created for pupils who have transferred from a non-PACT primary school.</p>	Lead Practitioner for SEND & Inclusion SLT	September 2021	December 2021	All pupils will have a high quality one page profile in place that highlights the key strategies to support their needs.	Trust Lead for Inclusion.
Promote and improve awareness of Mental Health to ensure this is not a barrier to learning and needs are met.	<p>Staff to have access to mental health resources and support from the Pastoral Leader.</p> <p>Arrange Mental Health first aider training for at least one member of staff.</p>	Pastoral Leader Lead Practitioner for SEND & Inclusion	Jan 2022	July 2022	All staff will have a good knowledge of ways to support the mental health needs of pupils.	DHT
Develop into an Autism friendly school.	Deliver Autism awareness training and autism	Lead Practitioner for Inclusion Pastoral	Jan 2022 Sept 2022	July 2022 July 2023	All staff will understand how to support pupils with Autism	Trust Lead for Inclusion

	strategies training. Investigate ASC friendly status. Self-assess against criteria. Write action plan	Leader	Sept 2023	March 2024	effectively. Good Autism strategies will be in place in all classrooms as part of high-quality teaching. The school will have identified priorities for them to work on to gain Autism friendly status.	
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2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services.

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Ensure that Y7 classrooms are accessible to motorised wheelchair.	Work with GT & DfE to ensure that the classrooms in Y7 are suitable to be used with a motorised wheelchair. Ensure height adjustable desks are available in at least one Y7 classroom and the furniture is arranged to ensure the classroom is accessible.	Scott Lewis Kevin Jackman Amanda Shotter Construction company	March 2021	September 2021	The year 7 classrooms will be suitable for a pupil in a motorised wheelchair to access independently.	PDSS DCEO
Ensure there are height adjustable desks in all specialist teaching rooms and communal areas around school.	Work with DCEO as project manager to ensure height adjustable desks, work benches, sink & hob are fitted to at least one specialist teaching room in each department.	Scott Lewis Amanda Shotter	March 2021	September 2021	At least one specialist teaching room in each department will be accessible to a pupil using a wheelchair.	PDSS DCEO
Ensure the personal care facility is fitted	Work with OT from PDSS. PDSS &	Scott Lewis Amanda Shotter	March 2021	September 2021	By the time the school opens, there	DCEO PDSS

with appropriate equipment at suitable heights	specialist services to ensure that the correct equipment is fitted including a ceiling track hoist. All fittings should be fixed at accessible heights and within reach of the toilet. Arrange staff training				will be a fully operational personal care facility with a hoist in place and fittings in appropriate places. All Y7 staff will be trained to support pupils using the personal care facility.	
Ensure the accessible parking spaces has a dropped kerb next to the car and sufficient hatching around to ensure a safe transfer	Work with GT to put these requirements in place.	Scott Lewis	March 2021	September 2021	All accessible parking spaces will have a dopped kerb by the car and hatching around them to ensure a safe transfer.	PDSS A Shotter
Plan to provide accessible sports equipment such as lower height basketball hoop	Work with T&L team to ensure these features are planned for on budget bid.	Lead Practitioner for Inclusion. Trust Lead for Sports	March 2021	Ongoing annually	Accessible sports equipment linked to the curriculum will be purchased annually.	Trust Lead for Inclusion
Ensure lift controls are at a wheelchair accessible height.	Work with GT to put these requirements in place.	Scott Lewis	March 2021	September 2021	Lift controls will be accessible to a wheelchair user.	A Shotter PDSS
Ensure all toilet blocks have accessible features such as lever taps or sensor taps/soap dispensers and suitably positioned toilet roll dispensers.	Work with GT to put these requirements in place.	Scott Lewis	March 2021	September 2021	Each toilet block will have a suitably positioned toilet roll dispenser in the larger cubicle. Each toilet block will have accessible taps & soap dispensers for the larger cubicle.	A Shotter PDSS
Create a personal emergency evacuation plan for all pupils with a physical disability.	Work with Trust Premises Team to put this in place.	Scott Lewis Amanda Shotter	March 2021	In place by September 2021. Reviewed annually	All pupils with a physical disability will have a PEEP in place by the start of the school year.	DCEO PDSS
Plan for accessibility in	Work with PDSS and OT	Lead Practitioner for	January 2022	May 2022	The accessibility	Trust Lead for Inclusion

year 8	to plan to support pupils moving from Y7 to Y8.	Inclusion			plan will have been updated to reflect accessibility considerations in year 8.	
Undertake an access audit	Work with PDSS, OT & Premises team to undertake an access audit. Act on areas identified as needing development.	Lead Practitioner for Inclusion Trust business lead for premises.	September 2022	December 2022	Accessibility will have been audited and areas for development included in budget bid/action plan for site and school accessibility plan.	Trust Lead for Inclusion

2C Improving the delivery of information that is provided to all stakeholders.

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
To develop the use of iPad to support access to the curriculum and information.	Work with the ICT Team to determine the most effective tools to use on the iPad to support accessibility. Support staff through training programme. Utilise training available through Apple Teacher and Microsoft office 365 programmes.	Lead Practitioner for Inclusion. SLT Trust ICT Team	Sept 2021	July 2022	100% children in year 7 will have access to an iPad for all lessons. Pupils in Year 7 will use iPad to support learning in at least 50% of lessons. 100% staff in year 7 will complete apple teacher and Microsoft Office 365 training programmes.	Trust ICT Team HoS
To engage with the Bell Foundation Language for Results programme to support learners with EAL.	Work with Centre of Expertise to establish MOU. BFLP to undertake needs analysis and develop implementation plan. BFLP to begin delivery of the programme.	A Shotter BFLP	Sept 2021	Sept 2024	100% of teaching staff will understand how to support pupils with EAL effectively as demonstrated through evaluations and annual staff questionnaires. 90% teaching staff will use strategies from	A Shotter Bell Foundation

					training in daily practice. Pupils with EAL will make good progress from their starting point as demonstrated through the Bell Foundation EAL assessment.	
Availability of written material in alternative formats	Investigate software and equipment available to convert written information into alternative formats. Provide information in suitable format for stakeholders with a known additional need. Widgit software	ICT Team Admin Team Inclusion Team	September 2021 September 2022	July 2022 March 2024	Alternative formats required will be determined during year 1. From Sept 22 at least 50% of information will be provided in alternative formats where there is a known need. From Sept 23 website tools to translate information into community languages or to read information will be investigated and considered.	HoS DHT
Develop induction pack for new pupils with EAL that includes pictures, visual cues, and dual language labels for key information such as school uniform.	BFLP/EAL Co-ordinator to work with admin team to develop a suitable induction pack.	EAL Co-ordinator SLT Admin Team	Sept 2022	In place by July 2023	85% of families joining the school with have their understanding supported through visual resources or dual language resources.	Head of School Bell Foundation Centre Manager
To develop a system of reporting on SEND to the Academy Committee and Board of Trustees.	Work with Chair of Trust Board & DCEO to decide what information should be reported to each group termly and annually. Work with Trust Lead for ICT to develop a system for recording/presenting	Lead Practitioner for Inclusion Trust Lead for Inclusion	September 2021 Refine from September 2022	In place by July 2022 Continue to refine annually	Academy Representative for SEND will confidently undertake termly learning walks and complete a termly report to present to the Academy Committee.	Chair of Trust Board DCEO

	<p>information.</p> <p>Support Academy Committee to analyse the information presented to them.</p> <p>Support the Academy representative for SEND to understand and carry out their role including termly learning walks and reporting to the Academy Committee.</p>				<p>Academy Committee will have quality data presented every term which gives them a picture of SEND across the school.</p> <p>Trust Board will have an overview of information regarding SEND across the Trust.</p>	
<p>To establish a working group across the Trust to develop policies and procedures for parent and pupil consultation as well as developing models of best practice.</p>	<p>Plan a schedule to meet half termly.</p> <p>Devise a questionnaire to use with pupils across all phases to collect pupil views.</p> <p>Devise a questionnaire to use to collect parent views across all phases.</p> <p>Consider ways to enhance parent and pupil consultation through the annual review process.</p>	<p>Trust Lead for Inclusion</p> <p>Lead Practitioners for Inclusion.</p>	<p>March 2021</p>	<p>March 2023</p>	<p>100% of pupils with SEND will be given the opportunity to share their views once a year.</p> <p>100% of parents of pupils with SEND will be given the opportunity to share their views once a year.</p> <p>25% of pupils with SEND and parents of pupils with SEND will be given the opportunity to provide feedback and give their views (in addition to their termly SEN review) at least three times a year.</p>	<p>Trust Lead for Inclusion</p>