

Warren Furze Hard Federation School Accessibility Plan 2016-17 & 2017-18

ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT REVIEW COMMENTS
Physical				
Improve access at all doors for wheelchair users	Exec Head	Spring 2017	School budget	<ul style="list-style-type: none"> Assessments of access improvements completed COMPLETED. All lower level doors compliant with requirements for wheelchair users. Ramps in place for access to doors where needed
Curriculum				
Continue to use visual timetables for pupils with higher level needs.	SENCo	On-going	Time for monitoring the impact of use.	<ul style="list-style-type: none"> All appropriate staff and children are able to use and follow a visual timetable. Children are aware of daily routines. Supports positive behaviour management. ONGOING. Visual timetables widely used with SEND children across the federation. Used in conjunction with written timetables to support positive transitions.
(FURZE) To deliver training of the effective use of the sensory room to meet the needs of all pupils.	SENCo	Spring 2017	Local schools who offer training such as Trinity	<ul style="list-style-type: none"> CPD Use of sensory room is effectively planned for with clear reference to pupils' sensory needs. Sensory room is now serviced at appropriate intervals. ONGOING. The sensory room is now widely used by pupils through timetabled sessions for as part of their individual support interventions.
Development of access to social stories to support pupils with	SENCo	Spring 2017	Online tools for staff development and local	<ul style="list-style-type: none"> Utilisation of training programmes from borough Improved levels of pupil's self-management and self-regulation of behaviour

speech, language and communication needs.			school training opportunities	<ul style="list-style-type: none"> • ONGOING. Social stories have proven to be a useful tool in supporting pupils who experience challenges in a variety of circumstances, both in and out of school. The use of social stories has also been supportive for families as staff have worked together with parents and the social story has been taken home to promote home-school continuity.
Educational Psychologist to provide consultative advice for pupils with barriers to learning (e.g. behaviour, social, emotional, cognitive)	SENCo	On-going	Allocation of staff time for meetings	<ul style="list-style-type: none"> • To assess the needs of the children • Provide reports • To support staff, pupils and families. • ONGOING. Consultation meetings with parents and staff to ensure appropriate advice and suggestions are implemented within individual pupil support programmes.
Information				
Staff and Governors to be aware of the Accessibility plan in order to monitor delivery.	Chair of Governors Executive Head Teacher	Spring 2017	Governors meetings	<ul style="list-style-type: none"> • Accessibility Plan targets achieved. • All pupils reach their full potential. • Staff and Governors are aware of the plan. • ONGOING. School governors receive annual review reports relating to the progress of planned actions on the accessibility plan.
All staff to be aware of Public Equalities Act and its implications.	Head of School	Ongoing	Induction	<ul style="list-style-type: none"> • All staff are made aware of the Equalities Act and its implications for teaching and learning. • All new staff are made aware of the Equalities Act as part of induction procedures. • Signposting to Equalities duty, policy and action plan. • ONGOING. Selected staff members have been trained and cascaded information to all school, staff during whole school meetings.
To continue to update the 'school offer' annually.	SENCo	Autumn 2016	School website	<ul style="list-style-type: none"> • Provision to meet the additional needs of all learners.

				<ul style="list-style-type: none"> • Improved pupil access to provision. • Children with SEND to make good or better progress. • ONGOING. The school offer has been updated for 2017. This now needs to be converted into a SEN information report.
Ensure improved levels of accessibility for pupils with mental health needs	Head of School SENCo	Autumn 2016	Borough guidance on SEMH	<ul style="list-style-type: none"> • Familiarisation with borough's new SEMH materials • Update behaviour policies to ensure provision for SEMH • A cross-federation counsellor has been appointed and works with pupils for three days each week. Thrive has been embedded at Warren Junior School. Both schools plan to produce a SEMH policy in the next academic year.

Warren Furze Hard Federation School Accessibility Plan 2017-20

ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT
Physical				
To keep corridors clear from obstructions	HOS	Autumn 2017	Site services officer	<ul style="list-style-type: none"> Assessments of access improvements completed
Disabled toilet to be accessible	SENCo HOS	Autumn 2017	Steps for children to use.	<ul style="list-style-type: none"> Children to access the disabled toilet
Increased provision of site access security	Executive Head Teacher	Autumn 2017	Site services officer	<ul style="list-style-type: none"> Additional security intercom gates installed at specified locations
Curriculum				
Audit of current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	SENCo	On-going	Time for monitoring the impact of interventions.	<ul style="list-style-type: none"> All staff are aware of interventions in place and monitor closely. Provision maps used by teachers and SENCo to monitor progress of children
Classrooms are organised to promote the participation and independence of all pupils	SENCo	Autumn 2017	Resourcing costs of identified areas to develop	<ul style="list-style-type: none"> CPD Use of visual timetables Use of independent workstations and communication tables.
Staff training on the SEN code of practice and the equalities act to ensure planning and teaching supports the needs of all children.	SENCo	Autumn/ Spring 2017	LA advisor time	<ul style="list-style-type: none"> Staff INSET Utilisation of advisors from borough
Information				
Staff and Governors to be aware of the Accessibility plan in order to monitor delivery.	Chair of Governors Executive Head Teacher	Ongoing	Governors meetings	<ul style="list-style-type: none"> Accessibility Plan targets achieved. All pupils reach their full potential. Staff and Governors are aware of the plan.

All staff to be aware of Public Equalities Act and its implications.	Head of School	Ongoing	Induction	<ul style="list-style-type: none"> • All staff are made aware of the Equalities Act and its implications for teaching and learning. • All new staff are made aware of the Equalities Act as part of induction procedures. • Signposting to Equalities duty, policy and action plan.
To continue to update the 'school offer' annually.	SENCo	Autumn 2017	School website	<ul style="list-style-type: none"> • Convert school offer to SEN information report. • Provision to meet the additional needs of all learners. • Improved pupil access to provision. • Children with SEND to make good or better progress.
Ensure improved levels of accessibility for pupils with mental health needs	Head of School SENCo	Ongoing	Borough guidance on SEMH	<ul style="list-style-type: none"> • Familiarisation with borough's new SEMH materials • Update behaviour policies to ensure provision for SEMH • Produce cross federation SEMH policy