

Highshore School Accessibility Plan 2015 - 2018

Introduction:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover Education. The Equality Act of 2010 built on previous regulations to eliminate discrimination and advance equality of opportunity. This means:

- Students must not be treated less favourably due to their disability
- There must be reasonable adjustment for disabled students so that they are not at a substantial disadvantage
- School must access to education for disabled students

Definition of Disability: (DDA 1995) *"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities."*

Aim of the Plan:

- To increase the extent to which students with disabilities can participate in the school curriculum
- To improve the school environment to increase the extent to which students with disabilities can take advantage of the education, associated services and opportunities.

At Highshore we emphasise inclusion whether this is being fully included in all that Highshore has to offer but also in wider society. This is reflected in our core aims of:

- ✓ Communication
- ✓ Self-help skills
- ✓ Independence

We aim to give students the skills and experience so that they can find meaningful employment be that paid or voluntary upon leaving full time education. We do this by ensuring our curriculum is highly personalised, building on the aspirations and achievements of our young people. Students have regular opportunities to express their views whether in meetings, class or via an active school council utilising whatever means of communication is best for them.

We work actively with families, employing a family worker for example, to ensure that we are providing the right support and opportunities for our students.

In addition, we have developed positive relationships with a range of professionals and agencies to support our students through to adulthood. Using the expertise of other disciplines, for example employing our own Speech and Language Therapists, ensures that Highshore can tailor the education and experiences on offer to maximise the potential of every student and their inclusion in all facets of school life.

The plan will ensure:

- That the school draws on the expertise of allied professionals to provide specialist advice and support.
- That the Senior Leadership Team has an overview of the needs of the students which is conveyed to all members of staff necessary to provide continuity of approach and full understanding of each student's challenges and abilities
- There are high expectations of all students by all staff
- That staff deployment is to maximise student opportunities, safety and progress
- That staff are trained in appropriate techniques for safety, opportunities and to maximise the potential of every student
- That good practice is shared between staff and other schools
- That all students regardless of their disabilities have access to extra-curricular activities
- That Risk Assessments are applied rigorously using detailed knowledge of individual students to maximise off site activities.

Implications of the Plan:

It is a requirement of the plan that this is resourced, implemented, reviewed and revised as necessary. The Action plan is shown below. The school site is new and many obstacles to those with disabilities have been overcome e.g. wheelchair accessibility.

Targets	Strategies	Timeframe	Performance Measures	Evidence of Achievement
Build on a "Total Communication School"	<p>Visual timetables clearly displayed in classrooms and beyond</p> <p>In house Speech and Language therapists provide individual and group support to students.</p> <p>In house Speech and Language therapists provide training and ongoing support to colleagues</p> <p>Training in Eiklan to 14+ Teaching Assistants</p> <p>Training provided for all professionals involved in adapted and augmented communication</p> <p>Use of CENMAC</p> <p>TEACCH bays and strategies</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Installed as needs demand</p> <p>October 2016</p>	<ul style="list-style-type: none"> ✓ Total Communication in practice around the school: displays, ease of navigating the site etc. ✓ Training records, confidence and application of strategies of AAC ✓ CENMAC support of individual students ✓ Class organization to benefit of individual students but also as a strategy for employers, work experience. ✓ Progress of students ✓ Increase skills of class based staff <p>✓ Investor in People Accreditation</p>	
Allied Professional effectiveness	<p>See Speech and Language Therapists above.</p> <p>One day a week Occupational Therapist to provide better student support for self help and independence.</p> <p>Assigned CAMHS worker in school working with staff and students</p> <p>Ensure other allied professionals, e.g. medical, physiotherapists, hearing impaired, visually impaired teams are fully involved in their support of students</p> <p>Recommended good practice identified by Allied Professionals shared among Highshore Teams</p> <p>Family and Transitions Worker encourages parental involvement, sharing of information and family involvement.</p> <p>Families benefit from effective strategies for their students e.g. resources for visual schedules etc.</p>	<p>From Sept 2015</p> <p>From Sept 2015</p> <p>From Sept 2015</p> <p>From Sept 2015</p> <p>October 2016</p> <p>Sept 2015 ongoing</p>	<ul style="list-style-type: none"> ✓ More students are seen by OT which has a positive effect on their abilities and confidence e.g. handling cutlery, dressing etc. ✓ Support for those students with mental health needs ✓ Appointments and follow ups kept. ✓ Reviews and changes received in a timely way for maximum benefit. ✓ All necessary staff aware of strategies for individual students. ✓ Progress of students ✓ Increased skills of class based staff ✓ Investor in People Accreditation ✓ Parent Resources making Group set up ✓ Increased parent coffee morning attendance ✓ An active Parents Group providing social opportunities for students who may find it hard to attend gatherings, discos etc. 	

<p>Staff confidence and Health and Safety</p>	<p>All staff trained in basic Health and Safety All staff trained in basic First Aid Availability of Training DVDs for Manual Handling, Back strain, voice protection Medicine protocols clear, epilepsy, asthma, sickle cell etc. Toileting needs of individual students met Staff training in tube feeding with ongoing support if necessary All staff identified with up to date Team Teach training Individual staff have more advance Team Teach training Sufficient First Aid trained staff to cover all activities Personalized Evacuation Plans (PEEPS) in place for identified students Ongoing training in the emergency evacuation chairs Rigorous Risk Assessment undertaken and understood by all staff 10+ Fire Wardens available at all times on site Twice termly Fire Drills Availability of the maximum number of staff to support students with challenges PPE available for those staff who identify a need Inoculations for vulnerable staff to be paid for by the school if requested.</p>	<p>Sept 2015 Most staff trained 2014 Sept 2015 Sept 2015 Sept 2015 Sept 2015 Sept 2015 Mar 2016 Oct 2015 Dec 2015 Sept 2015 Sept 2015 Dec 2015 Sept 2015 Ongoing Dec 2015 September 2016 September 2016 From Sept 15 From Sept 15 From Sept 15</p>	<ul style="list-style-type: none"> ✓ Training completed ✓ Ensure all staff that did not participate in 2014 get basic training (in house if necessary) ✓ Training DVDs available for loan ✓ Medical policy updated and available, student needs addressed ✓ Records show Team Teach status ✓ 5/6 staff have bespoke training ✓ 3-4 staff retrained/trained by December ✓ School fully compliant with Restraint/DOL legislations ✓ PEEPS in place and available (T drive) ✓ Termly training on evac chairs ✓ Range of staff doing Risk Assessments expanded ✓ Records of trained Fire Wardens, First Aiders ✓ Teachers aware of their responsibilities regarding being a Fire Warden. ✓ Fire Drill logs – aim for evacuation time of 2 minutes for all including non ambulant ✓ HS1 and HS3 forms show reduction ✓ Incident/near miss forms used and acted upon ✓ Reduction in number of staff with Risk Assessments preventing them supporting students e.g. restraint, off site activities etc. ✓ Retention of staff both permanent and agency ✓ Pupil Survey results - Highshore is a safe school 	
<p>Provide expanded opportunities and support for KS4 and 5 students in accessing appropriate work experience, worthwhile learning opportunities focusing on Communication, Self-help skills and independence</p>	<p>Increase number of students in Post 16 in response to student and family demand. Seek out specialist supportive work placements e.g. Downs Syndrome Association etc Build on Networking initiative – e.g. Business Lunches and outings with a business focus Achieve an online business with a full range of “work” potential activities</p>	<p>From Sept 2015 From Sept 2015 From Sept 2015 TBA</p>	<ul style="list-style-type: none"> ✓ Student and Family Satisfaction feedback ✓ Roll number ✓ Students selecting Highshore from other schools ✓ Number of work placements/opportunities reviewed, expanded, bespoke programmes ✓ Numbers of business lunch attendees/outings/students representing the school at businesses and positive outcomes e.g. work placements ✓ Establishment of online business fully compliant with legal requirements 	

Extend range of swimming sessions to promote activity and health	Increase number of swimming sessions Recruit long term Greenhouse coach	From Sept 2015	<ul style="list-style-type: none"> ✓ Students gaining certification ✓ Students gaining confidence ✓ 100% of students participating ✓ Less disruption to staffing needing to provide cover 	
Use of a Trampoline	Replace current trampoline with one more suitable for students with a range of disabilities Continue to offer trampolining sessions to all but with full compliance with Risk Assessment. Recruit long term Greenhouse coach	From Sept 2015	<ul style="list-style-type: none"> ✓ Original Trampoline finally sold and new one installed June 2016. ✓ HS1 and HS3 data show no further injuries to staff closing and opening unwieldy trampoline. ✓ Extension of use of trampoline. 	
Ensure smooth transition at 16+ and 19+ for disabled pupils	Effective, detailed EHC plans, building on the excellence rating secured in 2014/15 (Southwark Education) Effective use of Transition planning including the Transition Panel Close collaborative working with families, professionals and agencies to secure best opportunities for each student leaving Highshore. Data available for post Highshore students Support of the Family and Transitions Worker	From Sept 2015 From Sept 2015 From Jan 2016 From Sept 2015	<ul style="list-style-type: none"> ✓ Timely accurate EHC's in 100% of students ✓ Transition Panel fully involved to ensure smooth transition of students ✓ Students transfer to a setting suitable for their needs and aspirations. ✓ Positive feedback from Leavers and their families. ✓ Data available demonstrating positive outcomes 	
Ensure all pupils can access all parts of the building	Availability of lift and ensure sure that it is used with relevant pupils and staff Transition time management including risk assessments to allow students with mobility difficulties time to use the stairs if this is conducive to their health. Requires additional staff. Water fountain provided at Wheelchair height LoLer Safety training for key staff	Ongoing Ongoing July 2015 January 2017	<ul style="list-style-type: none"> ✓ Lift available with quarterly recommendations. ✓ Individual students make quantifiable progress (i.e. quicker) in transitioning between rooms and floors safely. ✓ Available from September 2015. ✓ Certification following successful completion of the training. 	
Identify needs of new pupil intake and ensure that appropriate learning materials and resources are available	Examine documentation of new intake and identify specific access needs Seek funding from LA for additional support where necessary Undertake assessment and seek further information where indicated e.g. SALTs, EP Ensure relevant resources are available Liaise with other agencies e.g. CENMAC, Occupational Therapy	Autumn term every year and in year admissions	<ul style="list-style-type: none"> ✓ Students confident in new school ✓ Families confident in new school ✓ Number of families seeking placements ✓ Staff confident in abilities to meet student needs ✓ Reduced HS3 and HS1 records if applicable ✓ Fewer Restraint, behaviour incident or exclusions recorded if appropriate. 	

<p>Ensure adequate resources for those students with additional complex needs</p>	<p>Increase provision of ICT (hardware and software) for pupils with disabilities e.g Voice recognition software for dyslexic pupils, switch activation for computers Purchase "Caring Cutlery" to assist students in dining hall Purchase items identified by classroom colleagues and Allied professionals in school via designated #Disability, #Complex Needs , #SALTres, #OTres budgets Deployment of staff for safety and support.</p>	<p>As required</p>	<ul style="list-style-type: none"> ✓ Individual pupil needs catered for and compliant with Statement/EHC plans ✓ Students able to achieve maximum independence, enhancing social confidence ✓ Recognition by Allied Professionals and parents that Highshore maximises opportunities for students through effective deployment of staff and use of resources, demonstrated in roll, satisfaction feedback etc. ✓ External evaluations Ofsted, lesson observations by external assessors, pupil progress data etc. 	
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Agreed at Resources sub-Committee meeting date: 31/1/17

Signed (Chair): 

Adopted: 31/1/17

