

Highshore School Accessibility Plan 2018 - 2021

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.

Targets	Strategies	Timeframe	Performance Measures	Evidence of Achievement
<p>Build on a "Total Communication School"</p>	<p>Visual timetables clearly displayed in classrooms and beyond In house Speech and Language therapists provide individual and group support to students. In house Speech and Language therapists provide training and ongoing support to colleagues Training in Eklan to 14+ Teaching Assistants Training provided for all professionals involved in adapted and augmented communication Use of CENMAC TEACCH bays and strategies Effective use of Pupil Premium School continues to offer SALT training places</p>	<p>Ongoing Ongoing Ongoing Ongoing Ongoing Installed as demand Ongoing October 2019</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 ✓ Greater access to SALT provision ✓ Investor in People Accreditation 	<ul style="list-style-type: none"> • Pupil progress evidence (SALT as well as Teaching staff records) • Ofsted • Southwark SIA • SALT training colleges continue to recognise Highshore good practice • Retention of IIP standard
<p>Allied Professional effectiveness</p>	<p>See Speech and Language Therapists above. Improved Occupational Therapist Support Make CAMHS referrals in good time with family agreement to better support students with mental health needs Ensure other allied professionals, e.g. medical, physiotherapists, hearing impaired, visually impaired teams are fully involved in their support of students 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. Families benefit from effective strategies for their students e.g. resources for visual schedules etc.</p>	<p>From Sept 2018</p> <p>From Sept 2018</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. ✓ Greater effectiveness of support for those students with mental health difficulties ✓ 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 ✓ Parent Resources making Group continues to grow ✓ Increased parent coffee morning attendance ✓ An active Parents Group providing social opportunities for students who may find it hard to attend gatherings, discos etc. 	<ul style="list-style-type: none"> • OT provision in post • Alternatives to Counselling explored • Effective, timely support from Allied professionals informing classroom practice • Popularity with Parents including wider membership

<p>Staff confidence and Health and Safety</p>	<p>All staff trained in basic Health and Safety 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 12+ Fire Wardens available at all times on site 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>Additional training for staff to ensure continuity of good practice</p>	<p>Sept 2018 and ongoing</p> <p>Oct 2018</p> <p>March 19</p>	<ul style="list-style-type: none"> ✓ Training completed ✓ Training DVDs available for loan ✓ Medical policy updated and available, student needs addressed ✓ Records show Team Teach status ✓ School fully compliant with Restraint/DOL legislations ✓ PEEPS in place and available (Staff drive) ✓ Termly training on evac chairs ✓ Range of staff doing Risk Assessments expanded ✓ Records of trained Fire Wardens, First Aider ✓ 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>✓ H&S procedures remain robust despite change in key personnel</p>	
<p>Ensure all pupils can access all parts of the building</p>	<p>Availability of lift and ensure sure that it is used with relevant pupils and staff Regular servicing of lift, swift response to breakdowns etc Key staff to have emergency lift training 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.</p> <p>LoLer Safety training for key staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>January 2019</p> <p>January 2019</p>	<ul style="list-style-type: none"> ✓ Lift available with quarterly recommendations. ✓ Trapped passengers can be evacuated swiftly without undue delay ✓ Individual students make quantifiable progress (i.e. quicker) in transitioning between rooms and floors safely. ✓ Certification following successful completion of the training. 	<p>Fewer breakdowns of lift</p> <p>Staff and students have greater confidence in using the lift</p>

<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.</p> <p>Build on Networking initiative – e.g. Business Lunches and outings with a business focus</p>	<p>From Sept 2018</p> <p>From Sept 2015</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 	<p>Sixth form roll increased to 50 pupils</p> <p>Feedback from business links day and similar</p>
<p>Ensure smooth transition at 16+ and 19+ for disabled pupils</p>	<p>Effective, detailed EHC plans, building on the excellence rating secured in 2014/15 (Southwark Education)</p> <p>Close collaborative working with families, professionals and agencies to secure best opportunities for each student leaving Highshore.</p> <p>Data available for post Highshore students</p> <p>Support of the Family and Transitions Worker</p>	<p>From Sept 2018 and ongoing</p>	<ul style="list-style-type: none"> ✓ Timely accurate EHC's in 100% 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 	<p>17/18 100% of pupils successfully transitioned to appropriate FE courses</p>
<p>Identify needs of new pupil intake and ensure that appropriate learning materials and resources are available</p>	<p>Examine documentation of new intake and identify specific access needs</p> <p>Seek funding from LA for additional support where necessary</p> <p>Undertake assessment and seek further information where indicated e.g. SALTs, EP</p> <p>Ensure relevant resources are available</p> <p>Liaise with other agencies e.g. CENMAC, Occupational Therapy</p>	<p>Autumn term every year and in year admissions</p>	<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>Satisfaction at Year 7 parents evening</p>

<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. Purchase of Medimotion bike for students with mobility difficulties</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: _____

Signed (Chair): _____

Adopted: _____