

## Inclusion and Accessibility Action Plan (2018 – 2021)

### 1. Environment

<b>Target</b>	<b>Implementation and Planned Outcome</b>	<b>When – planned completion time , lead person(s)</b>
<b>General</b>		
<b>Risk Assessments</b>	In place for staff – examples include pregnancy, diabetes, fibromyalgia and arthritis (CGU) Policy in place for students as well as staff. Personal Emergency Evacuation plans put in place as and when required	To be monitored and amended as necessary CGU
<b>Changing outside equipment to meet the needs of students</b>	All students have access to main building via entrance door near caretakers office and all students can access the field area.All students can access the two sets of double doors leading into the new build social space area.	To be monitored and amended as necessary Limited access to the quad areas - now accessible by way of ramps 2017
<b>Environmental audit / inclusion walk</b>	Environmental audit for students with range of needs by July 2018 and more frequently if necessary to support individual needs (Audit to support visual needs took place July 2017)	SENDCO July 2018 Follow up meeting to be held to discuss findings and consider actions.
<b>Adjustments to timetabling and levels of support to allow environmental access</b>	In place. Students' individual requirements are met, depending on need. (Reduced timetable as necessary)	To be monitored and amended as necessary – CFL/CJA/SENDCO/HOY
<b>Accessible storage for equipment, organisation and labelling</b>	In place, Lockers available in form room. Additional resources available for students in classrooms to avoid students carrying heavy books for example as and when required. Locker has also been made available in staff corridor when required. Pastoral office has also been a store for students with problems	To be monitored and amended as necessary – CFL/CJA/SENDCO/HOY
<b>Rooms to be accessible for wheelchairs and storage to be available for mobility aids</b>	Staff be made aware of need to keep areas clear to enable access. Explore the possibility in DT of strap fixed to wall/storage unit for crutches	SENDCO/CFL/CGU to make staff aware as necessary MHU to look into in conjunction with SENDCO
<b>Review accessibility of Dining Room</b>	Review access for those with mobility issues on ongoing basis	CFL/MHU/SENDCO/Pastoral team regularly review New build 2017 –ground floor levelled and dining area opened up to allow greater access. Toilet suitable for people with disabilities on ground floor of new build and in sports hall
<b>Review accessibility of stage for presentation evenings/performances/assemblies</b>	Raise awareness of accessibility issues when planning events to facilitate access as necessary. Check the steps are stable and handrails comply with Health and Safety regulations	Pastoral team /MHU Check steps by March 2018

<b>Review provision of height adjustable work surfaces in science and DT</b>	Regular review and reasonable adjustments made as and when required	MHU
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<b>Clear signage, use of symbols, photos, etc.</b>	Regularly reviewed and amended	CFL/CJA/SENDCO/HOY
<b>Awareness of suitable seating positions for individuals</b>	In place – Students require seats of different heights. Students bring cushions / back support as necessary. Use of chair instead of stool in lab as necessary for students with back problems. IHCP – informs staff of students’ needs regarding seating plans depending on sight, hearing issues.	To be monitored and amended as necessary – CFL/ SENDCO/HOY Stools, adapted to suit those with back and mobility issues, purchased for each laboratory Feb. 2018
<b>Internal directions / maps / arrows</b>	Disabled toilets adequately labelled. Check that doors to classrooms are very clearly labelled	MHU to investigate additional signage as and when appropriate
<b>Accessible interview room for parent / community use</b>	In place - Discussion room available as and when required	No action required
<b>Suitable chairs for adults with back problems</b>	In place – two members of support staff have these seats DSE audit undertaken each year by regular users who set at desks for long periods	To be monitored and amended as necessary – (CFL/CGU will establish need)
<b>Reasonable adjustments for staff with specific needs</b>	Staff audit of needs Work towards accommodating needs – ongoing Medical needs disclosure form issued annually	CFL/MHU/CGU/AFO to continue to monitor on an ongoing basis
<b>Meeting places planned for accessibility</b>	Check of venues for public events / staff meetings to ensure accessibility (depends on response in letter)	Ongoing. All letters now include paragraph encouraging visitors to contact the school to advise of any issues linked to accessibility
<b>Governor involvement</b>	Nominated Inclusion governor – invited to accessibility / inclusion meetings as and when necessary	SLT /CFL/ SENDCO to liaise termly with link governor for inclusion

<b>Physical</b>		
<b>Wider doors</b>	All doors on the ground floor are wide enough to accommodate a wheelchair if necessary Need to investigate access via fire doors to new sports hall Rolling programme to review all doors opening into corridors which cause problem for those who have mobility issues	MHU to investigate replacement of doors to automated doors into Sports Hall for easier access ( July 2018) Rolling programme to be considered and put in place if reasonable MHU
<b>Hand rails</b>	In place – on all staircases.	Check handrails near stage MHU/CGU April 2018

	External Hand rail and ramp fitted to exterior by Room 7 door. External Hand rail fitted to Dance Studio ramp	Investigate need for handrails at entrance April 2018
<b>Ramps / hoists</b>	One step ramp available but needs a second person to place it.	MHU/CGU to look into available ramps
<b>Variety of mouse sizes</b>	Assess when there is a need	HOY/ LLO / ADU
<b>Flexible use of classrooms / swaps / activities</b>	In place – normal timetabling. If student with additional needs arrives then most subjects can be accommodated via a room swap.	To be monitored and amended as necessary – LLO /SBR
<b>Upper Floors</b>	Upper floors/corridors need levelling/filling in to improve access for those with mobility issues. Floor needs to be one level as per the ground floor	For SLT discussion/MHU to investigate cost to ascertain if this is reasonable by Sept. 2018 and regularly reviewed
<b>Lifts / stair lifts</b>	No access to library / sixth form centre/sixth form pastoral office /no internal access to Driffold area and arts rooms Consideration of lifts to upper floor and in Driffold near the steps	For SLT discussion-ongoing
<b>Flexible classroom layout</b>	Not available in labs and some D&T rooms but most classrooms can be flexible	Ongoing and linked to individual needs
<b>Automated doors</b>	Automated at Driffold entrance ,doors near Hall, access to new build.	To be monitored and amended as necessary – need to consider automated doors to Sports Hall MHU to investigate and discuss with SLT
<b>Individual work stations</b>	Most subjects can be accommodated. Even in labs – an exam desk is low level and could be used to accommodate wheelchair users.	To be monitored and amended as necessary – LLO / SENDCO/SLT
<b>Parents with disabilities/ visitors parking / wheelchair accessible</b>	Three disabled spaces One by Driffold entrance and one at main entrance. *Main spaces are not close to accessible entrance. The person with disabilities would have to push the buzzer at main entrance and then have to travel all the way around the building and through car park to accessible entrance.All exterior lighting has been upgraded and new lighting installed where required	MHU to look at possibility of having a buzzer at caretaker entrance that gets through to reception. On site risk assessment of traffic flow – investigate signs addressing speed limit 5 mph to ensure site is safer-May 2018 Consider feasibility lift / ramp to main entrance and lift at Driffold entrance Sept. 2018
<b>External surfaces</b>	Ensure paving slabs, kerbs ,pathways etc. are level and smooth to avoid trip hazards Exterior roadway re-surfaced to ensure it is even .	Ongoing- regular checks by Health and Safety Coordinator General maintenance rolling programme MHU Review of gritting procedures March 2018

<b>Care</b>		
<b>Accessible toilets / floor surfaces</b>	Disabled toilets in caretaker corridor, sports hall and new build Flooring is non - slip	No further action
<b>Care staff availability</b>	TA appointed as and when there is an identified need	Ongoing review
<b>Sensory</b>		
<b>Quiet calm areas</b>	Library available but no access for those with mobility issues Pastoral Office available as time out space	To be monitored and needs assessed as necessary -LLO/SENDCO/HOY

	Need to consider whether a calmer , quiet environment can be created for those who have sensory issues- this will also need to be staffed	MHU/SENDCO to explore feasibility of creating a facility as a calm time out space
<b>Visual</b>		
<b>Enlarged photocopies, use of larger fonts</b>	Available as and when the need arises	To be monitored and needs assessed as necessary – Pastoral team / LLO LLO/HOY/SENDCO
<b>Anti-glare film or tinted windows</b>	In place in some areas. Blinds fitted in some classrooms.	To be monitored and needs assessed as necessary –HOY/SENDCO/LLO New Blinds fitted rooms 37/8 New blinds being fitted in new English classrooms.( May 2018) New blackout blind fitted in Lab 19.
<b>Coloured notices / paper for dyslexic Staff training</b>	Available as and when the need arises – Pupil Profiles identify needs and are available to inform teaching staff Overlays purchased Sept.2017	To be monitored and needs assessed as necessary HOY/SENDCO/LLO
<b>Visualisers</b>	In place in many areas	No action required currently but annual review to assess need
<b>Steps high visibility</b>	Yellow stripe painted on every step. All steps in new build also painted	No action required other than general maintenance
<b>Fire door colour</b>	Fire doors painted blue to aid visibility	No action required other than general maintenance
<b>P.E</b>	Activities adjusted to suit the needs of individual students	To be reviewed and implemented as necessary

<b>Hearing</b>		
<b>Visibility of speaker</b>	Pupil profile available to establish need	All staff
<b>Sound field systems in areas with poor acoustics and key subject areas</b>	Investigate cost of installing and implications in terms of staff training	MHU
<b>Radio aids</b>	In some language rooms	To be monitored and amended as necessary – LLO / SENDCO/SLT
<b>Audio loop system</b>	In some language rooms	To be monitored and amended as necessary – LLO / SENDCO/SLT
<b>Flashing light systems</b>	In place for emergency evacuation.	Installed 2010

## 2. Curriculum Ideas & Resources

Target	Implementation and Planned Outcomes	When – planned completion time , lead person(s)
<b>Vision and Values</b>		
<b>Staff training to support access</b>	<p>Staff informed at the start of each academic year of specific needs of students they teach.</p> <p>Annual audit of staff training needs</p> <p>CPD program 2018-21 to reflect needs of student</p> <p>Ongoing updates throughout the year as and when new students may be classified</p> <p>SEND resources made available to support students with individual needs</p> <p>Level1 Autism and dyslexia training to all staff 2017</p> <p>Staff training on visual impairment and hearing loss Sept 2017</p>	<p>Sept every year.</p> <p>HOY/SENDCO/LLO</p> <p>SENDCO/CPD coordinator to review training needs and resources on an annual basis</p>
<b>Positive images</b>	<p>Images reflecting support for a range of people with disabilities and this is reflected in the charities noticeboard. Assemblies often lead by representatives of a range of charities such as Young Minds, Teenage Cancer Trust, Release Team, Donkey Sanctuary.</p>	<p>To be monitored and amended as necessary – SENDCO/Pastoral Team/Form Tutors</p>
<b>Use of environment beyond the classroom</b>	<p>Access to school fields, quads, library, and computer rooms, dining room etc.</p> <p>Consider and investigate a ‘time out ‘ room</p>	<p>Access for those with disabilities needs to be assessed on an ongoing basis by SENDCO/MHU/CGU/SLT</p> <p>Pastoral office acts as a ‘time out’ base when necessary</p>
<b>Access to Physical Education</b>	<p>Adapted equipment where necessary i.e brightly coloured shuttlecocks etc.</p> <p>Curriculum adapted so that all students can participate</p>	<p>Regular review of equipment is ongoing</p> <p>Activities adapted to ensure appropriate for stunt with autism and regularly reviewed Head of P.E./SENDCO</p>
<b>Behaviour support</b>	<p>Clear strategies put in place. Targeted interventions and behaviour support plans where necessary. Access external agencies such as COBS, Forward mentoring ,Pupil and Student Support and Educational Psychologist services</p>	<p>HOY/SENDCO/LLO</p>
<b>Finance priority needs</b>	<p>Look sympathetically, in advance of school trips and visits, for students who are eligible for pupil premium/FSM .Discuss hardship funding for the student to ensure inclusion of all.</p> <p>Individual needs of students assessed and catered for e.g. arthritis, disabilities etc.</p> <p>Ensure pupil premium funding is allocated appropriately , needs assessed and impact recorded.</p> <p>Raise awareness of financial support available to parents/guardians</p>	<p>Ongoing. Hardship fund in place (MHU)</p> <p>Ongoing SLT discussions pupil premium. MHU to work with pastoral team and BAM to ensure access for those who may need additional financial support</p> <p>Letters encouraging parents to liaise with schools in terms of accessing financial support – sent annually</p>

<b>Parent friendly ethos</b>	Continue to actively promote clear communication channels. Regular opportunities to come into school to see named contact staff. Increased number of evening to disseminate information to parents/carers	LLO / Pastoral team / SLT Rolling Programme. All communications to parents now placed on website and e mailed where possible Increased number of evenings for parents put in place
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<b>Resources</b>		
<b>Volunteer Reading Support</b>	LEP in place. Sixth form mentors Baseline tests implemented 2017-8 for early identification of literacy needs	SENDCO /literacy coordinator to work with staff to develop strategies to support Review of baseline and impact of support ongoing.
<b>PHSE Review</b>	Review of provision on disability and equal opportunities.	LLO/Pastoral team/PSHE coordinator to initiate and regularly revisit 2018-21
<b>Visual aids e.g. magnifiers</b>	Assess as and when need arises.	To be monitored and needs assessed as necessary – HOY / LLO / SLT
<b>Learning mentors</b>	LEP in place. Sixth form mentor students. Learning mentors linked to specific year groups. ILC co coordinator	No further action required – continue and amend as necessary
<b>External Agency support</b>	COBS; Forward mentoring, local health authority (school nurse team), Ed. Psych, pupil and student support agency, language and communications team, Release team for young carers	HOY/SENDCO/LLO to refer as appropriate
<b>Interpreter</b>	Investigate access to interpreters	ONGOING
<b>Teaching, Learning and Assessment</b>		
<b>Allow word processing</b>	Determined on an individual basis	Middle Leaders / pastoral team
<b>Flexible timetable</b>	This is becoming increasingly accessible for a wider range of students. They are catered for via pupil profiles and individual health care plans which assess individual needs There are a range of resources and provision in place. Examples are: student with a red alert card due to severe reactions to an allergy with an unknown trigger. Staff are regularly informed and given specific advice in meeting the individual needs of students All Pupil Profiles /care plans are reviewed on a termly basis with input from students, parents/carers and staff LEP offers one – to – one tuition for students with literacy needs Resources to meet the potential range of diverse needs are provided in the library, ILC and are available to all departments. Personalised pathways are in place where necessary.	Ongoing SENDCO/Pastoral team /DHTs in conjunction with a range of external agencies, parent/guardians and students themselves.
<b>Personalised curriculum</b>	Regular Pupil Profile reviews and adaptations to the timetable when required. Additional support offered through subject and pastoral team. Regular consultation with parents/carers,	Ongoing- regularly reviewed by pastoral team and DH curriculum

	staff and students, governors to ensure that the curriculum is accessible and appropriate for individual needs.	
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<b>Activities</b>		
<b>Accessible clubs and trips/enrichment activities</b>	Ensure all students have access to enrichment opportunities. Monitor FSM/PP students and follow up to ensure they are not disadvantaged. Consider hardship funding for other students according to need to ensure inclusion of all. Risk assessments, careful planning to determine accessibility / suitability in advance. Trip leaders are issued with care plans as necessary and appropriate medical information and medication.	Hardship fund in place and use regularly reviewed LLO/MHU Letters to parents/guardians to include paragraph urging further communication with school in cases of hardship. Letter to be reissued on a regular basis. Pastoral support mentor to evaluate accessibility of Pupil Premium students and other groups of learners- working with pastoral team and business office

### 3. Information

<b>Target</b>	<b>Implementation and Planned Outcomes</b>	<b>When – planned completion time , lead person(s)</b>
<b>Accessibility of information</b>		
<b>Signing</b>	See learning section of this document	
<b>Clear signage around school</b>	Fire exits are all fully labelled and clear	Completed
<b>Different coloured paper – visibility / action / consent</b>	As and when required – particularly relevant to dyslexics	HOY/SENDCO/LLO ongoing
<b>Access to the internet</b>	Rooms 8, 9 & 34, C10. Lap top banks in every department, lunch time clubs Access to rooms 8,9,34 limited for those with mobility issues , discussion needed to consider ways to improve access	Bank of laptops now near C10. Individual laptops made available for specific students on an ongoing basis. Bank of IPADS accessible on both floors 4 IPADS purchased for individual students with SEND. Ongoing review of provision MHU/AOG
<b>Newsletters, letters and other information to parents</b>	Letters from Head teacher inviting visitors into school invite those with access needs to contact the school so that provision can be made	Ongoing review SLT Regular reminders to staff re letters Individual rooms available for entrance tests, visual, hearing support provided , parents made

	All letters from any member of staff inviting visitors into school to include paragraph inviting those with access needs to contact the school so that provision can be made e.g. family learning, evening lectures etc. All letters on the website Ensure that parents/guardians of prospective students are made aware that students with SEND are entitled to support in the entrance exam provided that the school is aware of their needs in advance Promotion of SEND support at open evenings	aware at open evenings .(SENDCO available to discuss)
<b>Policies / Prospectus</b>	On website as well as hard copies available	Regular Review
<b>Pastoral team to meet regularly with SENDCO to develop best practice</b>	Standing agenda item on pastoral team meetings. Meeting timetabled fortnightly.	Jan. 2018 ongoing

<b>Translated / dual language letters</b>	Investigate the need / possibility of putting letters on the website with different languages to allow complete parental access for those who speak limited English.	Ongoing review AOG to investigate translation programmes
<b>Use of interpreters for discussions</b>	Staff audit of additional languages and whether these staff would be willing to volunteer to be an interpreter when required to promote liaison with parents who speak limited English.	Staff audited 2016 and information updated annually.
<b>Personal laptops available</b>	This is accommodated as and when necessary if possible.	Continue and regularly review
<b>Communicating for a purpose</b>		
<b>Home visits</b>	Arranged via pastoral team as necessary	Ongoing
<b>Signposting to other services</b>	Parents and students are given advice about external agencies that offer additional support as and when necessary.	LLO / Pastoral team / Head of department-ongoing
<b>Sharing information / experiences with parents / carers / other agencies</b>	Established a rolling programme to review all school policies and procedures to consider the impact these have on the disabled members of the school/community and the barriers they face. Involve stakeholders in review. Audit of Staff needs	Audit of new Year 7 on new intake day – July annually SEND/Pastoral records updated Staff audit carried out annually Ongoing. Staff inform DH of any needs .Letters to visitors include paragraph offering support for anyone with disability issues.

<b>Allergy information circulated to all staff / Inc. Kitchen staff / dinner ladies</b>	Epipen / allergy / asthma training at the start of every academic year. Care plans are communicated to all staff and kept in a central file in the staff work room. Information is reiterated before any trips / visits.	To be monitored and amended as necessary. Checks to ensure that all staff receive information– SENDCO Training booked annually
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<b>Risk assessments</b>	Trip leaders are responsible for any trips and visits. CGU responsible in school for staff. Formal policy now in place.	Educational Visits Policy in place and reviewed every two years
<b>Sensitive collection, review &amp; transfer of disclosure of disabilities, information for staff and school community.</b>	Pastoral team collate, review and disclose information for students and parents on a need to know basis. LLO to deal with issues pertaining to staff.	LLO- staff Pastoral team/LLO/SENDSCO - students
<b>Provide appropriate information for visiting staff / supply / sports coaches</b>	Staff organising visits to ensure all relevant information is communicated	CJA to liaise with RHU re visiting coaches LLO /HOY/CGU to liaise with supply staff
<b>Care plans – medical information</b>	In place and regularly updated and communicated to all staff in conjunction with Birmingham Community Healthcare.	LLO / Pastoral team Ongoing
<b>Tracking of students regarding progress</b>	Pastoral teams track all students and monitor progress. Intervention strategies are put in place as and when necessary. Subject heads monitor and track students and also put in place intervention strategies as necessary.	Pastoral teams / Head of department
<b>Ways of sharing information</b>		
<b>SEN guide for families</b>	Pastoral teams work with families to communicate SEN policies and to regularly assess student needs. SEN/Inclusion and Equalities policies regularly reviewed Supporting students with medical needs policy updated 2017 Policies accessible through school website and on request Annual review of the SEND Information Report available on the website. Link to Mycare website which is linked to the Birmingham local offer	Ongoing review-SENDSCO/LLO
<b>Child friendly reviews</b>	Pupil Profiles are written with the presence of the students and with their input.	Ongoing
<b>Keep children informed / involved</b>	Student Body meetings & feedback, assemblies, PSHE programmes, registrations, VLE, plasmas and student voice activities are all examples of where students are consulted and informed on a variety of issues.	Ongoing review
<b>Review Timing</b>	Pupil profiles carried out on a termly basis at least and more frequently as the need arises.	Ongoing and amended where necessary

<b>Support staff log of interventions</b>	Support staff are kept fully informed as necessary and support staff report any incidents Intervention strategies are put in place as the need arises	Pastoral teams to liaise with support staff team leaders as and when appropriate
<b>Parent consultation meeting</b>	Yearly progress meeting for every student in each of their subjects. Additional information giving evenings. Year 7 – New intake, settling in; Year 9, enrichment; Year 9, options; Year 10 – KS4 evening; Year 12 – Information / settling in.	SLT/Pastoral team/appropriate staff
<b>Transition packs for child / family to give support</b>	Extensive package given to all as the student joins the school. Parents requested to inform the school of any difficulties in accessing information or the buildings, via pack and promotional literature	LLO / Transition Coordinator Log kept of any access arrangements needed
<b>Transition years 9,11 post 18</b>	Careers education priority given to those with SEND, looked after children and pupil premium students Information shared with other establishments involved in the transition process	SENDCO/DH/Pastoral team/ Careers co coordinator
<b>Home – school book</b>	Planner issued to every student. On line tool for recording homework and uploading resources introduced 2017	On going
<b>Text messages, e-mail</b>	Parent Bulletin e mailed and on website. 96% parents have an e mail address that they have communicated to the school. text messaging trialled 2013- parental survey reflected preference for e mail to be used for communications	Regular Review
<b>Phone calls</b>	Where possible we endeavour to respond within 24 hours to queries.	Ongoing.
<b>School entrance – TV. area</b>	Plasma, notices re: special needs are now in place.	Regularly review