

Inclusion and Accessibility Action Plan (2021 – 2024)

1. Environment

Target	Implementation and Planned Outcome	When – planned completion time , lead person(s)
General		
Risk Assessments	In place for staff – examples include pregnancy, diabetes, fibromyalgia and arthritis (CGU) Health and Safety 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
Changing outside equipment to meet the needs of students	All students have access to main building via entrance door near caretaker’s 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
Environmental audit / inclusion walk	Environmental audit for students with range of needs completed annually Audit to support visual needs completed	SENDCO to complete regular inclusion walks with CGU/site team Follow up meeting to be held to discuss findings and consider actions.
Adjustments to timetabling and levels of support to allow environmental access	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
Accessible storage for equipment, organisation and labelling	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. Lockers have also been made available in staff corridor when required. The pastoral office has also been a store for students	To be monitored and amended as necessary – CFL/CJA/SENDCO/HOY
Review accessibility of Dining Room	Dining Room now accessible with disabled toilet available.	CFL/CGU/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.
Review accessibility of stage for presentation evenings/performances/assemblies	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 /CGU to check on return to school Re-Check steps by March 2021

Review provision of height adjustable work surfaces in science and DT	Regular review and reasonable adjustments made as and when required.	As and when required by HODs
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Clear signage, use of symbols, photos, etc.	Regularly reviewed and amended.	CFL/CJA/SENDSCO/HOY
Awareness of suitable seating positions for individuals	In place – Students require seats of different heights. Students bring cushions / back support as necessary. Use of stool with back support in classrooms 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/ SENDSCO/HOY Stools, adapted to suit those with back and mobility issues, purchased for each affected classroom
Internal directions / maps / arrows	Disabled toilets adequately labelled. Check that doors to classrooms are very clearly labelled (is this second sentence needed?)	No action required.
Accessible interview room for parent / community use	In place - Discussion room available as and when required.	No action required
Suitable chairs for adults with back problems	In place DSE audit undertaken each year by regular users of Display Screen Equipment for long periods of time.	Ongoing
Reasonable adjustments for staff with specific needs	Staff audit of needs. Work towards accommodating needs – ongoing. Medical needs disclosure form issued annually.	CFL/CGU/AFO to continue to monitor on an ongoing basis
Meeting places planned for accessibility	Check of venues for public events / staff meetings to ensure accessibility (depends on response to letter inviting visitors to events on site).	Ongoing. All letters now include paragraph encouraging visitors to contact the school to advise of any issues linked to accessibility
Governor involvement	Nominated Inclusion governor – invited to accessibility / inclusion meetings as and when necessary	SLT /CFL/ SENDSCO to liaise regularly with link governor for inclusion

Physical		
Wider doors	All doors on the ground floor are wide enough to accommodate a wheelchair if necessary.	Actioned.
Flexible use of classrooms / swaps / activities	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 – CFL/SBR/CJA
Upper Floors	Upper floors/corridors need levelling/filling in to improve access for those with mobility issues. Consideration of floor being one level as per the ground floor.	To be reviewed if necessary.

Lifts / stair lifts	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.	To be reviewed if necessary.
Flexible classroom layout	Not available in labs and some D&T rooms but most classrooms can be flexible.	Ongoing and linked to individual needs
Parents with disabilities/ visitors parking / wheelchair accessible	Three disabled spaces available: one by Driffold entrance, one at main entrance and one by caretaker's office.	No action required
External surfaces	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

Care		
Accessible toilets / floor surfaces	Disabled toilets in caretaker corridor, sports hall and English Block. Flooring is non – slip.	No further action
Care staff availability	TA appointed as and when there is an identified need.	Ongoing review
Sensory		
Quiet calm areas	Library available but no access for those with mobility issues. Pastoral Office available as time out space. Need to consider whether a calmer, quiet environment can be created for those who have sensory issues- this will also need to be staffed.	To be monitored and needs assessed as necessary -CFL/SENDCO/HOY DTH/SENDCO to explore feasibility of creating a facility as a calm 'time out' space
Visual		
Enlarged photocopies, use of larger fonts	Available as and when the need arises.	To be monitored and needs assessed as necessary – Pastoral team HOY/SENDCO
Anti-glare film or tinted windows	Blinds fitted in all classrooms.	No action required.
Coloured notices / paper for dyslexic Staff training	Available as and when the need arises – Pupil Profiles identify needs and are available to inform teaching staff. Overlays purchased when required.	To be monitored and needs assessed as necessary HOY/SENDCO/
Visualisers	In place in many classrooms	No action required currently but annual review to assess need
Steps high visibility	Yellow stripe painted on every step.	No action required other than general maintenance
Fire door colour	Fire doors painted blue to aid visibility.	No action required other than general maintenance

P.E .	Activities adjusted to suit the needs of individual students.	To be reviewed and implemented as necessary
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Hearing		
Visibility of speaker	Pupil profile available to establish need.	All staff
Radio aids	In some language rooms. Individual device available for student(s) with identified need. (check on wording of this!)	To be monitored and amended as necessary – HOY / SENDCO/SLT
Audio loop system	In some language rooms.	To be monitored and amended as necessary – HOY / SENDCO/SLT
Flashing light systems	In place for emergency evacuation.	No further action required

2. Curriculum Ideas & Resources

Target	Implementation and Planned Outcomes	When – planned completion time , lead person(s)
Vision and Values		
Staff training to support access	Staff informed at the start of each academic year of specific needs of students they teach. Annual audit of staff training needs. Ongoing updates throughout the year as and when new students may be classified. SEND resources made available to support students with individual needs. Level1 Autism and dyslexia training to all staff completed Staff training on visual impairment and hearing loss completed Staff training on Social, Emotional and Mental Health needs November 2020.	Sept every year. HOY/SENDCO/CFL SENDCO/CPD coordinator to review training needs and resources on an annual basis
Positive images	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 and Donkey Sanctuary.	To be monitored and amended as necessary – MLU/SENDCO/Pastoral Team/Form Tutors
Use of environment beyond the classroom	Access to school fields, quads, library, and computer rooms, dining room etc. Consider and investigate a ‘time out ‘room – this needs to be a priority in the next action plan due to increased ASD cohort and incoming ASD pupils. May need staffing.	Access for those with disabilities needs to be assessed on an ongoing basis by SENDCO/DTH/SLT Pastoral office acts as a ‘time out’ base when necessary
Access to Physical Education	Adapted equipment where necessary i.e brightly coloured shuttlecocks etc. Curriculum adapted so that all students can participate.	Regular review of equipment is ongoing Activities adapted to ensure appropriate for stunt with autism and regularly reviewed Head of P.E./SENDCO

Behaviour support	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.	HOY/SENDCO/CFL
Finance priority needs	Look sympathetically, in advance of school trips and visits, for students who are eligible for Pupil Premium Grant/FSM. Discuss hardship funding for the student to ensure inclusion of all. Individual needs of students assessed and catered for e.g. arthritis, disabilities etc. Ensure pupil premium funding is allocated appropriately, needs assessed and impact recorded. Raise awareness of financial support available to parents/carers.	Ongoing. Hardship fund in place (CFL). Ongoing SLT discussions pupil premium. DTH to work with pastoral team and CFL/BAM to ensure access for those who may need additional financial support Letters encouraging parents/carers to liaise with schools in terms of accessing financial support – sent annually
Parent friendly ethos	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.	CFL/ 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

Resources		
Volunteer Reading Support	LEP in place. Sixth form mentors. Baseline tests implemented in September for year 7 students 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.
PHSE Review	Review of provision on disability and equal opportunities.	CFL/Pastoral team/PSHE coordinator to initiate and regularly revisit
Visual aids e.g. magnifiers	Assess as and when need arises.	To be monitored and needs assessed as necessary – HOY / CFL / SLT
Learning mentors	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
External Agency support	FWD mentoring, local health authority (school nurse team), Ed. Psych., pupil and student support agency, language and communications team – this is now called the Communication and Autism Team, Cherish, Emerge, Release team for young carers	HOY/SENDCO/CFL to refer as appropriate
Interpreter	Investigate access to interpreters	Ongoing
Teaching, Learning and Assessment		

Allow word processing	Determined on an individual basis.	Middle Leaders / pastoral team
Flexible timetable	<p>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</p> <p>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.</p> <p>LEP offers one – to – one tuition for students with literacy needs.</p> <p>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.</p>	Ongoing SENDCO/Pastoral team /DHTs in conjunction with a range of external agencies, parent/guardians and students themselves.
Personalised curriculum	Regular Pupil Profile reviews and adaptations to the timetable when required. Additional support offered through subject and pastoral team. Regular consultation with parents/carers, staff and students, governors to ensure that the curriculum is accessible and appropriate for individual needs.	Ongoing- regularly reviewed by pastoral team and DH curriculum

Activities		
Accessible clubs and trips/enrichment activities	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.	<p>Hardship fund in place and use regularly reviewed CFL</p> <p>Letters to parents/carers to include paragraph urging further communication with school in cases of hardship.</p> <p>Letter to be reissued on a regular basis.</p> <p>Pastoral support mentor to evaluate accessibility of Pupil Premium students and other groups of learners- working with pastoral team and business office</p>

3. Information

Target	Implementation and Planned Outcomes	When – planned completion time , lead person(s)
Accessibility of information		
Signing	See learning section of this document	
Clear signage around school	Fire exits are all fully labelled and clear Floor signs in place for one way system	Completed

Different coloured paper – visibility / action / consent	As and when required – particularly relevant to dyslexia	HOY/SENDCO/ ongoing
Access to the internet	Rooms 8, 9 & 34, C10. Lap top banks in every department, lunchtime clubs. Access to rooms 8,9 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 /MMD
Newsletters, letters and other information to parents	Letters from Headteacher inviting visitors into school invite those with access needs to contact the school so that provision can be 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 available on the website. Ensure that parents/carers of prospective students are made aware that students with SEND are entitled to support in the entrance test provided that the school is aware of their needs in advance. Promotion of SEND support at open evenings.	Ongoing review by SLT Regular reminders to staff re letters Individual rooms available for entrance tests, visual, hearing support provided, parents made aware at open evenings.(SENDCO available to discuss)
Policies / Prospectus	On website as well as hard copies available.	Regular Review
Pastoral team to meet regularly with SENDCO to develop best practice	Standing agenda item on pastoral team meetings. Meeting timetabled fortnightly.	Jan. 2021 ongoing
Use of interpreters for discussions	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. Updated audit required 2021
Personal laptops available	This is accommodated as and when necessary if possible.	Continue and regularly review
Communicating for a purpose		
Home visits	Arranged via pastoral team as necessary with safety guidelines	Ongoing
Signposting to other services	Parents and students are given advice about external agencies that offer additional support as and when necessary. Various local authority and charity support networks signposted via the school bulletin and a new SEND area on the school website (January 2021).	CFL / Pastoral team / Head of Department-ongoing

Sharing information / experiences with parents / carers / other agencies	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. First ASD parent group meeting held January 2021 – this would be beneficial as a repeated event. Facilitated by the Communication and Autism Team.	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.
Allergy information circulated to all staff / Inc. Kitchen staff / Lunchtime Supervisors	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 school office. Information is reiterated before any trips / visits.	To be monitored and amended as necessary. Checks to ensure that all staff receive information– SENDCO DTH to liaise with Catering providers, AiP, regarding allergy information. Training booked annually
Risk assessments	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
Sensitive collection, review & transfer of disclosure of disabilities, information for staff and school community.	Pastoral team collate, review and disclose information for students and parents on a need to know basis. CFL to deal with issues pertaining to staff.	CFL- staff Pastoral team/CFL/SENDCO - students
Care plans – medical information	In place and regularly updated and communicated to all staff in conjunction with Birmingham Community Healthcare.	CFL / Pastoral team/School Office Ongoing
Tracking of students regarding progress	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
Ways of sharing information		
SEND guide for families	Pastoral teams work with families to communicate SEND policies and to regularly assess student needs. SEND/Inclusion and Equalities policies regularly reviewed. Supporting students with medical needs policy updated 2021. Policies accessible through school website and on request.	Ongoing review-SENDCO/CFL

	Annual review of the SEND Information Report available on the website. Link to Mycare website which is linked to the Birmingham local offer.	
Child friendly reviews	Pupil Profiles are written with the presence of the students and with their input. Profiles are now being written from the child's point of view, with SMART targets, i.e. in the first person.	Ongoing
Keep children informed / involved	Student Body meetings & feedback, assemblies, PSHE programmes, registrations, plasmas and student voice activities are all examples of where students are consulted and informed on a variety of issues.	Ongoing review
Review Timing	Pupil profiles carried out on a termly basis at least and more frequently as the need arises.	Ongoing and amended where necessary

Support staff log of interventions	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
Parent consultation meeting	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
Transition packs for child / family to give support	Extensive package given to all as the student joins the school. Parents/carers requested to inform the school of any difficulties in accessing information or the buildings, via pack and promotional literature	CFL / Transition Coordinator Log kept of any access arrangements needed
Transition years 9,11 post 18	Careers education priority given to those with SEND, children who are looked after and pupil premium students. Information shared with other establishments involved in the transition process.	SEND/CO/DH/Pastoral team/ Careers co coordinator
Home – school book	Journal issued to every student. On line tool for recording homework and uploading resources introduced 2017, Teams now being used extensively.	On going