

The Collett School
Policies, Guidance and Procedures



The Collett School Accessibility Plan

Date for Next Review: 1 September 2020

The Collett School Access Action Plan 2015-2020

CURRICULUM ACCESS

Ensuring every child can access learning to make good and outstanding progress.

CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			What are the issues to action and evaluate re: Improving Access?		
<p>SIDP Priority: Assessment New Assessment – CAPPs system being rolled out. Minimum 2 data points required for every subject for analysis of progress.</p> <p>Personalised Learning targets exemplified through bespoke examination programme.</p> <p>Targets are set for all pupils and reviewed termly.</p> <p>Minibus that takes wheelchair users and includes these pupils in our daily curriculum</p> <p>Building programme to support curriculum – treehouse classes, life skills house, artisan</p>	<p>Tracking system using SIMS – newly created</p> <p>Tracking pupil progress through meetings with specialist teachers, Head, Deputy, Lead teachers, class teachers. Work scrutiny, progress against targets and identification of progress against targets (individual and group) and success/ planning of interventions.</p> <p>Current minibus' do not have wheelchair access. Cost circa £50K</p>			<p>Does everyone know what good and outstanding progress looks like? How is every member of the school communicating the understanding of what good and outstanding progress looks like? Monitoring of progress for vulnerable groups – what is the evidence trail? What interventions have the highest rate of success? What value does Pupil Premium have for those eligible?</p> <p>How will these buildings support the curriculum? How will they support the children and families of those at the school? How will these buildings support the school in its work regarding PSD improvements, life, living and work skills as well as supporting ex pupils and the community?</p>		
ACTIONS (including staff training needs)	ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
<p>Termly Pupil Progress Meetings – interrogation of the data on behalf of each child – establishing accountability of the teacher.</p> <p>Review progress of children on Intervention programmes termly.</p> <p>Teachers' analysis of their own data forming focus in CPD and improve teaching</p> <p>SLCN accreditation to evidence skills of working with children with SLCN</p> <p>NAS Accreditation to evidence skills of working with children with ASD</p>	<p>Head Deputy Lead Teachers</p>	<p>Termly</p>	<p>Cover Meeting time</p> <p>ELKLAN, SCERTS costs £4K</p> <p>NAS Accreditation £3K</p>	<p>School Budget</p>	<p>80% of pupils make targeted progress.</p>	<p>Teacher tracking Pupils' attainment tracking Pupils' progress tracking Parent's feedback Pupils' feedback Staff feedback Moderation with other schools – ensuring standards. NAS accred – achieved and renewed ELKLAN accred – ongoing 2017.18 SCERTS accred – ongoing 2017-18</p>
		TOTAL COSTS				

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PHYSICAL ENVIRONMENT- Disability Access

To improve pupils and other stakeholders' independence in accessing all areas of the school

Analysis of Current Situation	REQUIRED CHANGES, Costs	When
Minibus transport that includes wheelchair users in addition to current arrangements.	<ul style="list-style-type: none"> Purchase minibus with wheelchair tailgate for 2 wheelchair users (Apply : LA/NHS) Fundraising Achieved 2015 	2015
Access to all areas of the school for wheelchair users and those with physical disabilities.	<ul style="list-style-type: none"> Lift from top to hall and hall to bottom corridors to enable accessibility between three of the four building levels (Apply LA/ NHS) – Fundraising 2017/18 installation Improved carpeting and flooring around door transition places (School budget) Achieved 2015 Remove closure systems on toilet doors to enable access to toilets (Schoolbudget) Achieved 2015. Door widening in toilets and changing cubicles (seebelow) 	2019
Installation of toilet facilities that enable supported access to toilets and, independent access to toilets	<ul style="list-style-type: none"> Toilet cubicles changed from 3 to 2 for boys and girls in Lower School and Bottom Corridor (Apply: LA/ NHS) Installation of higher toilet seat in disabled toilet x4 (circa £5K) (Apply NHS/LA) Achieved 2016 Closimat Toilet installed for wheelchair users with limited mobility (circa £4K) (Apply; NHS/ LA) LA funding Achieved 2016 	2016
Access to the front of school for physically disabled pupils and safeguarding issues	<ul style="list-style-type: none"> Access to school same for all as a result of improved access to front of school. Fundraised Achieved 2016 Removal of steps, automatic doors, low height area to desk, seating for waiting. Fundraised Achieved 2016 	2016
Replacement of windows for safety reasons	<ul style="list-style-type: none"> Windows safe, better ventilation, change look in line with ethos of the school (circa £300K – LA AGREED : DUE 2015. Waiting list for 2018 	2015
Establish capacity numbers with trial work with LA and DfE architect	<ul style="list-style-type: none"> Project to determine numbers, space and types of learning environments required along with storage and equipment needs for LD schools in Herts 2015. (Project delayed, though expected late Jan 2015 with Sheelagh Sullivan, Herts LA) Achieved 2016 	2016
Improve playground equipment and activities	<ul style="list-style-type: none"> Improve physical activities including trampoline, 1:1 learning spaces, friendship spaces, learning outside environment (Friends of Collett, Fundraising) Achieved 2015. 	2015
Fencing around the school	<ul style="list-style-type: none"> Replace wooden fencing with wire fencing – preventing fences being blown over regularly and cost of repair. To be visible in the community, increased security of the site during school hours and outside of school hours. 	2016
Resurfacing road and playgrounds	<ul style="list-style-type: none"> Fundraising applications. Delays with Transport agreements to new access from road into school. 	2019

What are the issues to action and evaluate re: success criteria for improved access?

Why is it important that pupils with physical disabilities can access the school as an able-bodied pupil? What impact will this have when this will occur? Why should a child/ adult with physical disabilities be able to ride in the same type of transport as our able-bodied pupils? Why not a converted car instead of a minibus? Why does there need to be a new entrance area when the current system has been in place since the school opened in 1964?

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INFORMATION

To increase awareness of the importance of accessible information for children with disabilities and their parents .

CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES (particularly teaching and learning)		
Written materials provided in different formats.	Materials provided in different format to children and parents i.e. written, Internet, other languages eg Arabic, audio tape, PECs, Communicate in Print, etc.			The school to continue making itself aware of the range of formats and services available from outside sources eg local authority, to assist with this task.		
ACTIONS (including staff training needs)	PERSONNEL/ ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
Meet identified needs from within school resources and those found through additional research.	All staff SLT	Ongoing	£200	School budget resources	Delivery of information to children with disabilities and their parents.	Headteacher
Address access to online homework provision that can be in different languages and with spoken language	Subject leaders	July 2015	£3K plus	Consider budget/ fundraising	Improved access to the curriculum. Improved access to school information for parents.	SLT, Governing Body
Large print versions of everything on the website continue to be made available on request	Admin	Ongoing	Minimal	School budget	Increased involvement in school activities by children and their parents	
			TOTAL COSTS	£3200		

PROCEDURES FOR MONITORING ACTIONS	PROCEDURES FOR MONITORING IMPACT
Discussion in Parents' Focus Group on Homework Monitoring by school leadership team Monitoring by admin	Increased satisfaction reported by children and their parents Reports from staff of increased level of participation in school activities by children with disabilities and their parents. Increased attainment by children and young people with disabilities.

INTENDED IMPACT (see overall target)

School able to respond quickly and effectively to requests for information in alternative formats. School supporting pupils' learning and parents' learning beyond school hours.