



Reynolds Cross Vision:

To be the best of the best; to be a place where "Every Individual" really does matter, to maximise independent learning and enjoyment in line with school aims; and to be a, positive, happy and fun learning environment with outstanding features.

Accessibility Plan

Date adopted: 2nd December 2019

Next Review date: December 2020

Signed: _____
Chair of Governors

Signed _____
Head Teacher

INTRODUCTION

All of the pupils at Reynolds Cross are either on an assessment place or have an Education, Health and Care Plan.

Vision

As a school we want “to be the best; to be a place where “Every Individual” really does matter, to maximise independent learning and enjoyment in line with our school aims, and to be a positive, happy and fun learning environment with outstanding features.”

Purpose and Direction

With that in mind the School has set the following priorities for the development of the vision and values that inform the plan:-

- An appropriate curriculum to meet the needs of all pupils who strive for outstanding outcomes
- To give our pupils appropriate strategies to function within the rules of community life and understanding British Values
- To provide our pupils with a team of multi-professionals that support pupils progress and support families
- To provide staff with appropriate training to meet the needs of our pupils
- Provide a physical environment that meets the needs of all pupils
- Purchase and make appropriate resources/furniture to meet the learning/physical needs of pupils
- Adapt school information to meet the needs of staff, pupils and stakeholders
- Give pupils a view on their education
- Recognising that inclusion opportunities will enhance some pupils progress

Sources of Information

School has set the priorities for the development of information to support the school’s accessibility through:

1. Whole school evaluation
2. Discussion with parents/carers at their child’s annual review/ informal conversations/ questionnaires
3. Government agendas re: inclusion/extended school
4. The changing needs of the pupils within school

5. The wider outcomes of the LA and Government initiatives.
6. Discussion with pupils and young people re: views and aspirations

Legislation and Guidance

1. This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).
2. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.
3. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
4. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring the success of the plan

Governors will be required to monitor and identify revisions as necessary. Evaluation will include:

- Success in meeting targets
- Changes in physical accessibility of school buildings
- Recorded evidence of increased accessibility/levels of progress
- OFSTED inspections

2017/18

WHAT	Why? – rational	Outcomes for pupils	Monitored by	Completion date	Evaluation
To explore opportunities for ASDAN level 2 and 3 work with Langley school	Several of our pupils are higher level	Pupils achieve asdan level 3 alongside their mainstream peers	Learning and Pupil Progress Committee	July 2018	After four meetings Langley were not prepared to take this opportunity forward, however to meet the needs of our pupils, Level 2 has been delivered and Level 3 will be delivered academic year 20/21.
To increase the opportunities for pupil voice in lower school ie annual reviews, lower school council	To encourage the pupils in having their say , and therefore increasing their capacity to access community life	Pupils learn that they can make important decisions	Learning and Pupil Progress Committee	2018	Lower School Council Meet on a Termly basis. This is ongoing. A small minority of pupils have contributed to their annual reviews.
Pilot the engagement profile	Pupils need to be encouraged to focus in a 4 staged approach devised by	To increase pupils attention skills and so that they can access optimum education	Attention and listening profile	2017/2018	This was piloted and then Government legislation changed.
To increase the skills of communication advocates	Staff focusing on individual pupils to develop pupil skills	Better communication skills for pupils	Staff Performance review process	On going	Communication advocates had a good impact on pupils communication skills.

To increase the use of sensory circuits into the school day	To increase pupils attention in lessons by exercising at regular times	Better educational outcomes	PHPs – data meetings	On going	This has been introduced and the appropriate pupils have access to sensory circuits on a daily basis. This is restrictive due to the lack of space and facilities within school.
To increase activities within lunchtime and after school and during school holidays	To use the PE apprentice to extend opportunities	Pupils will be healthier and fitter	Learning and Pupil Progress Committee	On going	We now have a contract with a supplier to do lunchtime and after school activities. Selected staff run two after school sessions per week. Holiday school takes place within every appropriate school holiday.
To introduce support for pupils that are poorly and cannot attend school	Pupils receive very specialised adapted curriculum	Pupils are receiving a very personalised music experience	Well-being Committee	On going	An individual plan is put in place with input from health, parents and teachers for all pupils not attending due to illness and for those transitioning back into school after illness.
To set up a protocol for staff who are not employed by	Enable pupils who are really poorly to access school		Personnel committee	March 2018	This was completed and is ready to be used if CHC funded staff are in school.

school and funded through CHC money					
To improve access to facilities upstairs by looking at a lift	School growth (LA lead)	Pupils can safely access all the building	Resources committee	Jan 2018	A feasibility study was completed but this was not financially viable.
To increase staff knowledge of disability and medical diagnosis	Through CPD bites nurses will explain disabilities(over 50) and therefore giving staff access to the appropriate information	Pupils particular diagnosis's are more understood	Personnel committee	2017/18	Generic overview training for all staff completed on an annual basis. Specific condition training reviewed annually in line with staff turnover and pupil cohort.
To be aware of relevant staff disabilities and adapt delivery of information were necessary	Several staff have a disability and therefore information will have to be adapted ie hand outs Keep up to date with access to work and re-employ facilities	Staff have all the tools to carry out their job effectively	Personnel Committee	On going	We are aware of most staff disabilities but this needs to be taken to the next level.
To plan for a have a say week into the curriculum (14- 19)	All pupils will have an opportunity to have their say on a specified activity (see attached)	Pupils are skilled up in having their say	Head of department	Feb 2018	To have your say week was completed. Advocacy attend of a yearly basis for pupils to have their say.

2018/19

WHAT	WHY? – RATIONAL	OUTCOMES FOR PUPILS	Monitored by	By when	Evaluation
To evaluate the success of the lower school council	To see if pupils have gained skills	Pupils learn the power of their voice	Head of department	By October 2018	This has been very successful in preparing pupils for the next steps in school and has been extended to be a regular process in school.
To evaluate the use of the engagement profile and make next steps	To evaluate the intervention and develop further		Attention and listening profile	By October 2018	Attention and listening profile will no longer be used – it will be replaced by shared attention assessment grid which is currently being developed.
To formulate a plan to build a gym which is for all disabled pupils in the south of the borough	Pupils need their sensory diets in order to prepare for their lessons – at present this is within classrooms or the hall – a space is needed for all pupils to exercise	Pupils have the appropriate environment for both sensory and physical environment	Resources committee	By December 2018	The concept is still there. However, there are other priorities and a lack of time to take this forward.
To develop a framework for social skills that lower school require	Many of the pupils require these being taught in a systematic way as part of their PLP – this in	Pupils develop skills to interact appropriately	Learning and pupil progress committee	By April 2019	Due to the new curriculum, this has been superceded.

	fundamental to them accessing their local community				
To work with the local community school on setting up a possible catalogue of reusable equipment ie weighted blankets , wobble cushions , chair sides etc	Specialised Equipment is expensive and therefore having a catalogue of pieces within the collaborative could be useful .	Equipment is available when it is needed	Head Teacher through collaborative	By April 2019	We have our own register of equipment and there is sharing between special schools and donations are received from members of the public.
To further investigate extended schools opportunities	See 2017/2018			On going each year	See previous comment.
To include a have a say week throughout upper school	All pupils will have an opportunity to have their say on a specified activity	Pupils are skilled up in having their say	Head of department	On going	See previous comment.

2019/21

WHAT	WHY? – RATIONAL	OUTCOMES FOR PUPILS	Monitored by	By when
To embed accessibility into the new curriculum	To ensure that there is a systematic curriculum that all pupils can access.	Pupils develop skills and knowledge over time.	Heads of Department SLT Learning and Pupil	July 2021

which is currently under development.			Progress Committee	
To work closely with the Educational Psychologist to develop a consistent approach with more complex ASD pupils.	To take advice and theoretical concepts and embed them into individual pupils' learning strategies.	Behaviour is reduced and pupils are consistent and happy over time.	Behaviour reports Data Meetings Educational Psychology reports EHC Plans	July 2020 for current pupils and July 2021 for a broader range of classes.
To add more rigour to the risks assessments and plans in place to support staff with known disabilities and long term conditions.	A systematic and rigorous process to risk assessment. Regular meetings to discuss developments in their condition for members of staff to meet the requirements of their role.	Pupils are supported by appropriate staff.	SLT Personnel Committee	Ongoing
To integrate medical training requirements into the new training matrix being developed so that staff are adequately trained to support the needs of our pupils.	There are increased medical needs of pupils.	Pupils medical needs are met.	Well-Being Group	Ongoing