



ACCESSIBILITY PLAN 2016-2019

Mackworth House School

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.

Plan over a prescribed period

1. Mackworth House School Accessibility Plan has been drawn up based upon study of legislation, informed by staff knowledge of pupils' needs and disabilities in conjunction with information received from placing authorities, parents, pupils and proprietors representative. The Accessibility Plan will contribute and advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the period ahead of the next review date. This plan was updated Autumn Term 2016 and reflects statutory requirements for the setting of Equality Objectives and has since been reviewed (September 2017).
2. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability by challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion developing a culture of inclusion within the school.
3. The Mackworth House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. In accordance with the Equalities Act 2010 the Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those pupils without a disability. The school understands that failure to do this would be in breach of its duties under the Equalities Act 2010; as such, this covers both teaching and learning and the wider curriculum of the school such as participation in external and cultural activities and school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment or making adaptations to the school such as improved access, lightning, acoustic treatment and colour schemes and physical aids to access education within a reasonable timeframe;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; such examples might include handouts, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. The Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

5. Whole school training will recognise the need to continue raising awareness for staff and Proprietors Representative on equality issues with reference to the Equality Act 2010.

6. The Accessibility Plan remains the responsibility of the Proprietors Representative. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

7. The terms of reference for the Proprietors Representative will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

8. The School Prospectus will make reference to this Accessibility Plan.

9. The School's complaints procedure covers the Accessibility Plan.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored by the Proprietors Representative

12. The school will regularly review its progress in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

To be Reviewed December 2018

**Mackworth House School
Accessibility Plan - 2016 to 2019**

1) Improving Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Impact	Progress
1a) CPD for all staff groups in identifying and addressing the needs of pupils with autism, and in particular girls with autism	Autism training included as part of the staff induction process. Regular refresher training delivered by Headteacher Level 2 Autism Awareness Training offered to all staff	All staff have clear understanding of needs of pupils with autism and employ appropriate strategies within lessons.	Ongoing.	Appropriate resources created and readily available within class bases. Effectiveness of strategies tracked across school through annual monitoring programme and formal analysis of impact.	Regular training and updates in autism provided for staff.
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
1b) Intensive Interactive Workshop training for all staff in meeting the sensory needs and increasing engagement in curriculum of pupils	Series of 5 workshops to be delivered to whole staff team by Headteacher developing understanding of: <ul style="list-style-type: none"> • effective interventions • approaches to learning 	All staff have clear understanding of effective interventions to ensure the needs of students are addressed daily	Spring Term 2016 – series of 5 workshops	Learning walks / observations to monitor implementation and gauge impact of approach. Increased levels of pupils' engagement recorded in lesson observations Accelerated progress across core subjects	Regular training and updates in II The use and impact of II with pupils with language
Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
1c) To develop staff skills in effective delivery of numeracy through Special Maths training	Curriculum Managers to lead staff in raising awareness of difficulties / identifying effective interventions / offering advice and guidance across all areas of numeracy curriculum.	All staff develop understanding of difficulties. Curriculum policies updated to reflect strategy. Interventions are implemented and reinforced across curriculum.	Summer Term 17 initial training	Increased understanding and use of embedding Learning walks / observations to monitor implementation Pupils make good and outstanding progress in mathematics	Develop skill and do confidence further Sharing good practice both in house and externally
Achieved	Achieved	Achieved	Achieved	Achieved	Achieved

Target	Strategy	Outcome	Timeframe	Impact	Progress
1d) To ensure any reasonable adjustments, auxiliary aids and services required by new entrants eg hand held devices, specialist software, hearing loops are in place prior to a student joining MHS	Headteacher / Curriculum Managers to liaise with placing LA at pupil placement meeting.	Auxiliary aids and services have been identified, agreed and in place (prior to pupil joining school) within a reasonable time frame.	Headteacher liaising with LA and Curriculum Managers on completion initial of assessments.	Pupils are not placed at a disadvantage in comparison to other pupils.	Successful integration of students with disabilities.
Achieved	Achieved	Achieved	Ongoing	Achieved	Achieved
1e) TEACCH awareness training	S< and CM to deliver training to key staff / whole school training.	All staff have relevant understanding of the TEACCH approach Individual needs are met. Children display more positive behaviour and engage in learning	Rolling programme of training ongoing at regular intervals throughout academic year	Pupils needs are identified and supported as appropriate. Increased confidence in staff meeting needs of the pupils	SLT & CM monitor the effectiveness of the approach Regular training and updates in TEACCH provided for staff Regular training and updates for parents in TEACCH
Achieved	Partially Achieved	Achieved	Partially Achieved	Achieved	Partially Achieved
1f) PECS awareness training	S< and CM to deliver training to key staff / whole school training.	All staff have relevant understanding of the PECS approach Individual needs are met. Children display more positive behaviour, are able to communicate more effectively and engage in learning	Rolling programme of training ongoing at regular intervals throughout academic year	Pupils needs are identified and supported as appropriate. Increased confidence in staff meeting needs of the pupils	SLT & CM monitor the effectiveness of the approach Regular training and updates in PECS provided for staff Regular training and updates for parents in TEACCH
Achieved	Partially Achieved	Achieved	Partially Achieved	Achieved	Partially Achieved

Target	Strategy	Outcome	Timeframe	Impact	Progress
1g) To ensure staff have a thorough understanding of medical conditions presented by pupils to facilitate access to all areas of the curriculum	Access external training specific conditions Liaise closely with pupils' paediatric teams	Key staff have thorough understanding of meeting the needs of pupils with specific diagnosis	Ongoing in response to emerging needs	Detailed health and medical care plans. Students receive appropriate support from staff who administer interventions in a timely manner.	Regular refresher training / updates in managing medical conditions.
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
1h) To raise staff awareness of strategies to ensure dignity and respect of pupils at all times	Whole school training	Appropriate language is used Information is shared appropriately	July 17 inset day	Learning walks/observations Feedback from key staff	Include in the induction training for all new staff
Achieved	Achieved	Achieved	Achieved	Achieved	Partially Achieved
1i) To develop staff expertise in meeting students' mental health needs & emotional wellbeing.	Whole staff training	Core teams are better able to identify appropriate interventions to address needs of individual.	Summer Term 2018	Workshops delivered to staff and parents in emotional wellbeing / understanding depression in young people with ASD	
1j) All off site activities are planned and screened to ensure they are accessible for individual pupils	Review all out-of-school provision to ensure compliance with legislation.	Off-site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Summer Term 2018	Increase in accessing range of off-site activities for all pupils	Accessibility of off-site activities monitored through scrutiny of risk assessments.
Achieved	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
1k) Pupil's learning bases are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual learning bases. Use of visual timetables across the school	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Pupils have ready access to a range of resources to support their learning	On-going	Increase in pupil engagement as measured by behaviour analysis. Increase in pupil progress as measured against national data sets.	Analysis of behaviour incidents demonstrates positive impact of strategies adopted by staff on individuals over time.

Target	Strategy	Outcome	Timeframe	Impact	Progress
1) Increase engagement by ensuring further opportunities for personalisation of student's programmes.	Introduction of accredited courses through AQA Awards				
Begun	Begun				

2) Improving the Physical Environment

To increase the extent to which disabled children and those with special educational needs are able to benefit from both education and associated services and is given a high priority within the school. As a recently constructed building, at the planning stage priority was given to ensuring the environment would meet the needs of pupils with a range of disabilities. As a consequence, the following have all been installed:

- Ramping
- Signage
- Exit and entrances accessibility
- Designated parking
- Disabled toilet and shower facilities

The school has therefore been able to ensure the physical environment is accessible to all. However, the Headteacher and Site Manager adopt a dynamic approach to risk assessments aimed at continuously improving the physical environment to ensure the needs of all are addressed.

Target	Strategy	Outcome	Timeframe	Impact	Progress
2a) Create a bespoke therapy room accessible by internal and external doors	Consult with Occupational Therapist regarding specialist equipment, layout of room etc.	Functional therapy room	15/16 academic year	Increased engagement in therapeutic input in bespoke environment. Greater privacy for pupils. Enhanced skills of support staff Reduction in incidents of behaviour due to meeting the sensory needs of each pupil more effectively	Sensory diet embedded throughout a child's programme Extend the therapy suite
Achieved	Achieved	Achieved	Achieved	Achieved	Ongoing
2b) Ensure lift to second floor is fully operational at all times	Ensure regular servicing maintenance is undertaken in timely manner	Second floor accessible to students	Ongoing	All pupils can access the resources on the second floor	
Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
2c) Enhance access to curriculum through touchscreens in key areas of school	Consult with the S< regarding signs to include	Touch screens installed across school.	Ongoing	Monitoring reports by HT and SIP comments on innovative use of IT in lessons observed.	
Achieved	Achieved	Achieved	Achieved	Achieved	Ongoing

Target	Strategy	Outcome	Timeframe	Impact	Progress
2d) Creation of discrete play areas for younger and older pupils	Separate areas for younger and older pupils	Age appropriate equipment installed	August 2016	Safe areas with age appropriate play equipment has enhanced enjoyment and appropriate interaction with peers	Regular inspection, testing included in maintenance schedule.
Achieved	Achieved	Achieved	Achieved	Ongoing	Ongoing
2e) Extend accessibility for students by developing safety measures for specific behaviours of concern (climbing, biting,	Boxing in of cables Protective covers for lighting Furniture and equipment secured to the wall where necessary Removal or adaptation of furniture for climbing Padding and table end protector caps installed in relevant areas	Adaptations and removal of furniture and equipment has been carried out	Ongoing	Extend the access for pupils and a reduction in the number of incidents.	Ongoing
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

3) Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Impact	Progress
3a) Develop students' ability to communicate in variety of forms	IPads available for all pupils across school. Staff training in use of IT in classroom including use of apps.	Staff download apps (in consultation with therapists and CM) to enhance engagement, address individual needs and accelerate progress.	Ongoing	Increase in pupils' confidence in responding to / engaging in interaction with others. Lesson observations / SIP reports gauge effectiveness of use of IT in enhancing teaching and learning.	Monitoring of impact ongoing.
Achieved	Achieved	Achieved	Achieved	Achieved	Ongoing
3b) Make available school prospectus, and other information for parents / visitors in alternative formats	Promote the availability of different formats for those who require / request it. Install 'Google Translate' on to website for those for whom English is a second language	School information accessible to all. Parents receive school information in an accessible format	Summer 2018	Accessibility of information to pupils and parents / carers improved.	Capture views of parents in annual survey
3c) Develop meaningful strategies to capture views of pupils	Research and identify appropriate apps to create surveys	Pupils views are captured in a meaningful way	Summer 2018	Pupils views to inform school improvement planning	
3d) Create pupil friendly advice	Booklets be produced using Communicate In Print	All students have point of reference	Summer 2018	Point of reference used to reassure students they are	

booklet in an accessible format highlighting the worries and complaints procedure	software	which details procedure to follow when concerned about issues		following correct course of action.	