

Clifton Hill School Accessibility plan

2019-2021

This policy reflects the values and philosophy of Clifton Hill School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the DDA (as amended by the SENDA)

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

This policy, having been presented to and agreed upon by the whole staff and Governing Body and is available on the school's website.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

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- There will be a total communication strategy across Clifton Hill that supports our universal approaches to communication for all.
- To develop and embed a stable careers programme to develop transferable life and social skills that support the development of student's self-advocacy, negotiation, decision-making and transition skills.
- To improve site accessibility for students with visual impairments.
- To increase the number of students who make a least good progress in English, with particular attention on writing.

Aim	Objectives/actions	Impact	Person responsible	Cost
<p>There will be a total communication strategy across Clifton Hill that supports our universal approaches to communication for all.</p>	<ul style="list-style-type: none"> All students to have a communication passport to describe how to support them with their receptive and expressive communication. Increased levels of Makaton signing across the school. Increased levels of low tech AAC for students who need it. 	<ul style="list-style-type: none"> Student progress with communication and interaction personalised targets will have increased due to consistency of approaches across the school. All staff will know what communication levels students are working at and be able to support communication and interaction across the school. Communication audits/learning walks will show an increase in total communication strategies used across the school in classrooms, corridors, in the community and in shared areas. Parents will report good progress with their child's communication at home. 	SLT	<p>Makaton training cost</p> <p>Jonathon</p>
<p>To develop and embed a stable careers programme to develop transferable life and social skills that support the development of student's self-</p>	<ul style="list-style-type: none"> Complete baseline on where are at currently with the Gatesby Benchmark using COMPASS Careers Benchmark tool. Identify key benchmarks what we can focus on for our students that will improve their outcomes. Audit KS3/4/5 PHSE curriculum for 	<ul style="list-style-type: none"> Promote independent living and working, choice, hope and optimism, adaptability and resilience To provide access to and engagement in decent work in all its forms (personal, voluntary and paid work) Develop opportunities to learn and make 	SO'C	

<p>advocacy, negotiation, decision-making and transition skills.</p>	<p>evidence of where the curriculum is linked to key benchmarks</p> <ul style="list-style-type: none"> • Make careers and Gatesby benchmarks explicit in all schemes of work. • All students to have a preparation for adulthood target linked Gatesby benchmark • All students (where appropriate) to develop a vocational profile that gives in-depth understanding of individual students to allow for the best possible work experience placement match. • Reassess using COMPASS benchmark tool in June 2019. 	<p>progress and the pursuit of well-being and happiness.</p> <ul style="list-style-type: none"> • 		
<p>To improve site accessibility for students with visual impairments.</p>	<ul style="list-style-type: none"> • Identify those students who have LA QTVI support and strength communications with sensory support services. • All students (where appropriate) to participate in a Functional Visual Assessment (FVA) to assess and measure the students use of functional vision in their familiar environment. • Those students with FVA's to have a Vision passport summarising the implications of the students visual impairment and the strategies to put in place to remove barriers to 	<ul style="list-style-type: none"> • All staff will know how to support individual students with a visual impairment (seating, positions, size of tactile/print resources, social interaction, etc). • Student progress with communication and interaction, cognition and leaning and personalised targets will have increased due to consistency of approaches across the school. • Students can learn a way to anticipate or communicate using a tactile representation. • Promote independence and recognition across the school setting and the individual rooms (Food Tech, Library, Hall, etc.) • Improve accessibility and contrast with some 	<p>QTVI</p>	

	<p>learning.</p> <ul style="list-style-type: none"> To introduce a Foundation and Intermediate Level for Objects of References (tactile communication system). Incorporate OoR's across the school, identifying those key areas/rooms. Assess key points in the environment that could have slight adaptations in order to help habilitation and increase mobility for those students with visual impairment. 	<p>steps around the school to increase mobility, depth perception and confidence.</p>		
<p>To improve students and families access to education through access to a sleep councilor</p>	<ul style="list-style-type: none"> Identify two member of staff to attend sleep councillor training Sleep councilors will be able to apply cognitive and behavioral principles to managing sleep problems in children with additional support needs We will set up a sleep counselling service in conjunction with Sleep Scotland to help families with children with additional support needs Provide a sleep counselling service with a commitment of 2.5 hours fortnightly 	<ul style="list-style-type: none"> Students will have improved outcomes because they have improve sleep routines. Families will have improve resilience because their child is sleeping better. 	<p>SO'RW</p> <p>KL</p>	<p>£1350</p>

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*Link with the School Development Plan 2018-2019