



Field Heath
House School

Accessibility Plan

Review Date: July 2018 2019

Reviewed July 2020

Pield Heath House School
Accessibility Plan

3-year period covered by the plan: 2020-2023

Context

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The School

We are a Non-Maintained Special School for children and young people aged 7 to 19 years.

We are working within the National Framework for Education Inclusion provided by; -

- Children and Families Act 2014
- Special educational needs and disability code of practice: 0 – 25 years (June 2014)
- Inclusive School (DfES 312/7006)
- SEN & Disability Act 2001
- Equality Act 2010
- Code of Practice for Schools (Disability Rights Commission)
- Ofsted Inspection

The purpose and direction of the school's plan: vision and values

Our Vision

Our vision is to enable our young people to live life to the full in a challenging and constantly changing world.

Our Mission

Pield Heath House School owes its existence and special character to the belief that God loves us. The daily life of the school is nurtured by the teachings of Christ who showed us the Father's Love: to believe; to hope; to forgive; to love.

We are a well organised educational community in which all young people are of equal importance and are valued for the individuals they are, regardless of race, culture or background.

We aim to provide these ideals in our relationships within our community.

We provide an educational community that is holistic as well as formal by involving parents, governors, and the local community.

We give all young people the opportunity for educational development to the highest possible level.

We aim to develop each individual's talents, abilities, skills and understanding, in order that they may live life to the full.

Our Values

Pield Heath '**CARES**'

We are **C**ommitted to working collaboratively and listening to each other's views and wishes so that we can achieve more together

We are **A**spirational for ourselves and others and encourage everyone to achieve and celebrate their accomplishments

We treat everyone with **R**espect and dignity and celebrate difference

We **E**mpower everyone to be the best they can be

We **S**hare our gifts, time and talents generously in order for our community to flourish

We provide high quality teaching and learning where children and young people are challenged and every individual is valued.

Our main aim is to build an inclusive, supportive school community which fosters high achievement for all students across the curriculum. The curriculum is viewed as being everything that goes on within the school and includes the mental, emotional and physical wellbeing of staff and students. The school is committed to developing learning and participation for all who work here. We will achieve this in the following ways: -

- Identify individual children and young people's abilities (academic, physical, social, emotional, behavioural, communication and medical) upon entry to the school and baseline their attainment at this point.
- Identify obstacles to learning and development for all children and young people and through effective interventions reduce the impact of these.
- Track individual progress on a regular basis utilising quality assured assessment and benchmarking processes.
- Analysis of individual and group progress to identify and evaluate interventions.
- Robust and quality assured moderation processes that reinforce the assessment of achievement.
- Have a high proportion of students making exceptional academic progress compared with national figures.
- Ensure that all work presented to students is matched to their needs and enhanced by high aspirations for achievement.
- Provide students with an exceptionally positive climate for learning and a broad, balanced, individualised and high-quality curriculum (an extended school experiences) in order to encourage the development of independence, effective learning behaviours, creativity and spiritual, moral, social and cultural development.
- Work collaboratively with parents and other stakeholders in order to maximise the positive impact on student outcomes. This will include regular consultation and feedback regarding the impact of this.
- Provide an environment supporting Total Communication approach.
- Ensure best practice with regard to student transition.
- Work effectively with other settings and agencies in order to ensure that all children and young people are safe at all times and that all forms of bullying, including cyber-bullying and prejudice-based bullying do not occur.
- Nurturing the highest possible levels of attendance and punctuality.
- Provide an environment in which individual differences and cultural diversity are respected at all times.
- We aim to ensure that our Governing Body and Senior Leadership Team have a deep and accurate understanding of the school's performance, focus relentlessly on improving outcomes for students and are accountable.
- Ensure that we have financial stability, including the effective and efficient management of financial resources such as pupil premium funding and excellent deployment of staff and resources to the benefit of all groups of students.
- Ensure that our performance management and CPD mechanisms encourages, challenges and supports improvement.

The General Duty

Pield Heath House School aims to identify and remove barriers to all members of the community with disabilities. We will do this by complying with the Equality Act 2010.

- Promote equality of opportunity between people with disabilities and other people.
- Eliminate discrimination that is unlawful under The Equality Act 2010.
- Eliminate harassment of people with regard to their disability.
- Eliminate harassment to those associated with people with disabilities.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs through making reasonable adjustments with our means.
- Schools also have responsibility for staff and the general public under Section 3 of The Equality Act. The schools plan needs to be coordinated with its responsibilities in these areas and with its duties in such areas as race, health and safety and human rights.

Implementation and Review

- Schools are required to support their plans. At Pield Heath funding may come from school development grants, schools access initiative, devolved formula capital, delegated budget.
- The plan will be reviewed annually by the Governing Body in conjunction with the Head of School.
- Additionally, the plan and equality scheme will be reviewed in light of National and Local initiatives. The work of the school and the nature of the community it serves will also feed into the review process.
- The review process will directly involve all members of the school community including Governors, parents, children and young people and the wider community.

Getting Hold of the Schools Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

Accessibility Plan

Action Plan 2020- 2023

The priorities for the Accessibility Place for our school were identified as follows: -

- Ensure inclusion of student access to the curriculum
- Improving accessibility of the physical environment of school
- Improving the availability of accessible information.

Target	Strategy	Outcome	Achievement
Training for teachers on differentiating the curriculum, providing personalised ILP's , working toward individual outcomes. .	Undertake an audit of staff training requirements.	Our school offers a differentiated curriculum for all students We use resources tailored to the needs of students who require support to access the curriculum Targets are set effectively and are appropriate for students with additional needs The curriculum is reviewed to ensure it meets the needs of all students	Students make progress toward individual outcomes
All out-of-school activities are planned to ensure the participation of all students regardless of ability	Review all out of school provision to ensure compliance with legislation and risk assessment	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Increased access to all off site activities for all students.
Classrooms are optimally organised to promote the	Review and implement a preferred layout of furniture	Lessons start on time without the need to make adjustments	Student engagement is optimized

participation and independence of all students.	and equipment to support the learning process in individual class bases.	to accommodate the needs of individual students.	
Raising Awareness of Disability Issues.	Provide training for Governors, staff, students and parents. Participate in awareness days e.g. Autism Awareness, Odd Sock Day (Down's Syndrome) etc.	Whole school community aware of how to enable access	Clear understanding challenging issues which young people may face and of means to support them
Ensure the school environment is as accessible as possible to students, staff and visitors to the school.	Conduct a survey with staff, students and visitors. Involve the student council.	Updated information regarding accessibility	Accessibility is reviewed and recommended changes implemented
Review documentation with a view to ensuring accessibility for students with visual impairment.	Get advice from Visual Support services on alternative formats and use of IT software to produce customised materials.	Adapted school information and learning materials is available for all.	Delivery of school information to students & parents with visual impairment.