

# Hinchingbrooke School

## Accessibility Plan 2015-17

Hinchingbrooke School plans, over time, to increase the accessibility of provision for all students, staff, parent/carers and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Behaviour and Attendance
- Curriculum
- Educational Visits
- Equality
- Examinations
- Health & Safety
- Learning and Teaching

- Safeguarding and Child Protection
- SEND
- Supporting Students with Medical Conditions
- School Prospectus and Mission Statement
- School Development Plan

Date: July 2015

Target/Task	Staff	Timescale	Resources	Strategy	Outcome	Evaluation
<p>Within the raising of achievement for all students, focus on particular groups (SEND, FSM, LAC, BME, EAL etc) – “narrow the gap”.</p>	<p>LJW  HoD HoY</p>	<p>2015, 2016 and 2017 GCSE exam results.</p>		<p>Ensure all subject depts. and year groups have development plans that have a focus on raising the achievement of key groups – SEND, FSM, LAC, BME, EAL etc.</p>	<p>Differentiated approaches and materials are evident in all classrooms and for all groups. Good use is being made of the new directorate TAs as paraprofessionals.</p> <p>For 2015-16</p> <p>All students: 75% A*C En/ma; 32% EBacc Progress8 0.6; Attainment8 C+</p> <p>Disadvantaged students: 65% A*-C En/ma– 65%; 20% EBacc Progress8 0.6; Attainment8 C+</p>	
<p>Provision Map (PM) in place to chart the effectiveness of intervention groups across the school.</p>	<p>GRT AJH</p>	<p>PM identifies all SEND interventions by Autumn Term 2015. PM identifies all school interventions by July 2016</p>	<p>Blue Hills PM programme as compatible with Bromcom</p>		<p>All school interventions are recorded, costed and evaluated via the PM. Successful interventions are repeated, ineffective ones are discarded. Student progress is evident and performance at GCSE matches above outcome for raising achievement.</p>	

Review and measure the impact of new staff: Intervention Manager, Core and FL Manager.	GRT AJH	2015-16 and 2016-17 performance management cycles.	Blue Sky and individual CPD		Lower (25%) ability students make expected progress or better. Performance at GCSE matches school targets for this group; increase in student attendance; decrease in Bromcom 1s and exclusions; positive student and parent/carer feedback; successful college placements and work experience; 0% NEETS for this group.	
SENCO to be fully qualified	GRT	By July 2016.		Complete Unit 2 via Eastern Leadership Centre (ELC).	SENCO is fully qualified.	
All staff to continue to receive CPD on SEND through twilight classes and NPD training days	AN GRT	Ongoing through training days and individual CPD.	CPD budget.	AN and GRT to regularly meet to plan and evaluate staff needs on SEND and Inclusion needs.	Staff feedback on their confidence in having the skills and resources to support a diversity of student needs.  Improved experiences for SEND students in lessons and progress.	
Students to feedback on pastoral experience of school with particular focus on key groups such as SEND, LAC, FSM, BME, EAL etc.  Use of: <ul style="list-style-type: none"> <li>• “Room with a View”</li> <li>• Student Voice</li> </ul>	SAC AJH GRT				School have reliable, accurate and up-to-date data on student feedback on their experience of school life. All groups have been consulted and feel their views are valued.  Staff take action to make appropriate changes to constructive	

<ul style="list-style-type: none"> <li>• School Council</li> <li>• PASS</li> <li>• Bromcom attendance and 5s and 1s</li> </ul>					<p>feedback in areas for improvement.</p> <p>All groups are represented on student decision making bodies e.g. school council.</p>	
Increase the number of positive activities and clubs at lunchtime; reduce examples of poor behaviour at lunchtimes and support vulnerable and needy students.	All staff KMT JLJ LCC CZB	Ongoing.  Lower school supervised game and social skills room to be staffed and set up for Sept 2015.		Lower School to set up a safe place to be with games and social skills activities	Students have positive activities at lunchtimes; student feedback highlights these activities and the support they offer; reduction in concerning behaviour at lunchtime.	
Improved partnership working with primary schools, post 16 providers and Locality Team to plan and support all young people and especially those with additional needs at transition periods.	AJH KMT HoY 11	Ongoing		Termly Locality Team LARMs at Hinchingsbrooke with a focus on Year 6 to 7 and Year 11 to post 16 transitions.  Invitations made to primary staff to attend.	All students entering at Year 7 and leaving at Year 11 have a clear and appropriate plan that will ensure their successful transition to/from Hinchingsbrooke.	
Improved communication with parents/carers	AN GRT Tom Grey	My Child at School and Academic Review Days to be in place by end of 2015-16 school year.		Parent Forums, Coffee mornings and evenings  Continued review of school reporting system. Appointment of new Assistant Principal to lead on: <ul style="list-style-type: none"> <li>• Student reports</li> <li>• Electronic reporting e.g. "My Child at School" - on-line instant access</li> </ul>	Parental feedback to show improved satisfaction rates re: communication with school.  All parents feel they have the opportunity to contribute to the life of the school.	

				<p>for parents to student records at school;</p> <ul style="list-style-type: none"> <li>introduction of academic review days</li> </ul>		
School website to be updated.	DAR	Web site re-launch in 2015-16.		Website to work on all devices: computers, I-pads, smart phones etc. and fully compliant with Equality Act 2010 expectations with ability to change font, background colour etc. and to have more video content.	All parents/carers are able to access schools website and parent mail. Parents with disabilities are able to communicate with school via bespoke support programmes and purchase of IT equipment. School communication is effective in meeting the needs of all parents/carers.	
Continue review of effectiveness of TA and other support staff engaged in student learning.	SLT AJH GRT			<p>TA review conducted Spring/Summer Term 2015. Second Action Plan to be in place for 2015-16.</p> <p>Use of ELC aptGO assessment tool to move the school's SEND provision to good/outstanding.</p>	<p>aptGO assessment tool identifies SEND provision and TA support as good to outstanding.</p> <p>SEND students make expected or better levels of progress.</p>	
New SEND Policy (plus Physical Restraint and Alternative Provision) to be written in compliance with new SEND Code of Practice	GRT AJH	2015-16			Policies to be written, up-to-date, posted on the school website and reviewed as appropriate.	

Improve IT access (and rooms/invigilators) for exam access arrangements.	GRT AMG RC	Ongoing throughout the exam periods and summer exam season.	Exam and Inclusion budgets.		All students who require specialist access support receive it.	
Continue to improve access to school site.	DAR IMO	Ongoing.		<ul style="list-style-type: none"> <li>• Improve signage during 2015-16</li> <li>• More dedicated visitor parking and parental drop off zone that can especially cater for disabled people</li> <li>• improve main reception with a new visitor area with improved wheel chair access and a second ground floor meeting room</li> <li>• up-date hearing loops in main reception and for conference facilities in Hinchingsbrooke House that match that in the PAC</li> <li>• improve ground floor access to Hinchingsbrooke House for wheel chair users in</li> </ul>	<p>The school site continues to be safe and accessible to all and signage is clear, useful and welcoming.</p> <p>Ground floor of Hinchingsbrooke House is accessible to wheelchair users using reasonable adjustments.</p>	

				accordance with Equality Act 2010 and "reasonable adjustments".		
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