



Accessibility Plan for the Warriner School 2021-24

This Plan outlines how every student, professional and parent/carer, whatever their needs/ability, is able to access the school site, and/or curriculum and information.

Objectives:

This Accessibility plan will enable:

- An increase in the extent to which students with disabilities can engage in the school curriculum.
- The improvement of the physical environment of schools to increase disabled students' physical access to education and extra-curricular activities.
- The improvement of the delivery of information to students with disabilities, using formats which give pupils better access to information.

The responsibility for the Accessibility Plan lies with the governing body and Headteacher.

A representative from the following groups were part of the process of drawing up the original Accessibility Plan:

- Governors
- Students
- Staff
- Others (e.g. LA)
- Parents

The following policies and protocols are linked to this document.

- Curriculum Policy
- Admissions Policy
- Equality Policy
- School Discipline and Pupil Behaviour Policy
- Special Educational Needs Policy and SEND Information Report
- Health and Safety (including Risk Assessment and Personal Evacuation Plans)

Reviewed June 2021

Next Review due June 2024

Approved by the Local Academy committee on 24th June 2021



1 Curriculum Access

Outcomes	Actions	Who	Review date
<p>To ensure that staff who have joined the school are made aware of the implications of the Equalities Act and the SEND Code of Practice in;</p> <ul style="list-style-type: none"> • Responding to students’ diverse learning needs • Overcoming potential barriers to learning and assessment for individuals and groups of students. <p>The quality of planning and teaching in class/subject lessons meets the needs of students with SEND through Quality First Teaching.</p>	<p>Ensure all staff know how to access to access the Guide to Inclusion and student profiles on Go4 and MS teams.</p> <p>Whole-school monitoring of the use and effectiveness of inclusive teaching .</p> <p>Teachers can access SEND resources and materials via school systems to ensure all staff use information in the Student SEND / WLC profiles to inform differentiated planning and provision across the school.</p>	<p>All staff</p> <p>SENCO - SCH and AHT Inclusion AGR</p> <p>SENCO - SCH</p>	<p>June 2023</p> <p>June 2022</p> <p>June 2022</p>
<p>To provide ongoing high quality CPD to all staff to raise awareness and knowledge of how to meet the needs of students with SEND.</p>	<p>Ongoing CPD as part of whole school CPD programme.</p> <p>Regular audit of staff skills to identify staff needing additional CPD.</p> <p>A programme of CPD focusing on the delivery of high quality teaching and additional bespoke SEND training alongside this.</p>	<p>GBU and SCH/AGR</p>	<p>June 2022</p>



	Teachers to be confident and skilled in planning lessons to meet the needs of all students.		
To create sustainability in departments so all subject areas have differentiated schemes of work, resources for SEND and skilled staff to pass on knowledge.	<p>Schemes of work to be updated to include differentiation.</p> <p>SLT monitoring of Schemes of Work.</p> <p>All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities</p> <p>All practice reviewed on an annual basis via formal and informal monitoring.</p> <p>Progress reported in Governors' report on SEND progress.</p>	SENCO - SCH, Subject leaders, AHT Inclusion - AGR	<p>June 2023</p> <p>June 2022</p> <p>Annually</p>
A KS3 Curriculum which is both challenging and accessible to all students where the needs of Futures (disadvantaged) and SEND are considered when planning schemes of work and lessons.	<p>Curriculum maps that identify the knowledge requirements.</p> <p>A knowledge rich approach to Scheme of Work and lesson planning.</p> <p>The deployment of SEND resources according to need to ensure that students are able to access the curriculum.</p>	Subject Leaders / teachers	<p>June 2022</p> <p>June 2021</p>



<p>To provide a suitable range of options at KS4 and to ensure that all students can develop the skills and experience that they need to pursue chosen pathways post 16.</p>	<p>Courses and pathways are suitable for all students particularly those with SEND. This includes ASDAN, Life Skills and BTEC options alongside GCSEs available to meet the needs of all.</p>	<p>SENCO – SCH and AHT Inclusion - AGR</p>	<p>June 2022</p>
<p>Access Arrangements are in place that allow students needs especially of children with medical needs/ SEND to be met in school and external assessments/exams.</p>	<p>SENCO and Specialist assessor has robust procedures in place to identify students with access arrangement needs and gather evidence of normal ways of working. Puts in place the access arrangements alongside the exams office team.</p>	<p>SENCO - SCH</p>	<p>June 2022 – JCQ inspection annually.</p>



2 Information

Outcomes	Actions	Who	Review
<p>Parents Carers & Guardians are able to access information on all areas of school life and know how to request specific information.</p>	<p>Ensure the website is user-friendly, updated regularly and the information is accurate and useful.</p> <p>The school calendar is on the website and has relevant key dates updated regularly.</p> <p>The Subject Consultation Evening page on the website sets out all the dates for the year.</p> <p>The website information is also sent via Groupcall nearer the key dates</p>	<p>GBU</p>	<p>Sept 2023</p>
<p>Information is sent to Parents, Carers & Guardians via Groupcall</p>	<p>Ensure that the school uses Groupcall effectively to guarantee that information is received by all.</p> <p>A letter from the Head of School is sent to all as part of the weekly Groupcall communication along with any information of key dates that are due for that week</p>	<p>JVI</p>	<p>Sept 2023</p>



3. Pastoral Support

Outcomes	Actions	Who	Review
<p>Students have access to medical support</p>	<p>AHT / DSL team and SENCO are in regular contact with external agencies and Hospital school where appropriate.</p> <p>Students can arrange drop ins or appointment/ referral to the School Health Nurse.</p> <p>AHT leads on all aspects of Supporting children with medical concerns.</p>	<p>AGR</p>	<p>October 2021</p>
<p>Students have access to advice and support in relation to mental health and student wellbeing.</p>	<p>A team of specialist Safeguarding and pastorally trained staff work in the Warriner Learning Centre and are accessible to students.</p> <p>School Health Nurse is available in school (see above).</p> <p>Universal support is available from tutors, PSHE programme and special events for Year groups.</p> <p>External staff training from CAMHS to support staff working with children with anxiety has taken place.</p>	<p>AGR</p>	<p>June 2022</p>



	<p>Small group work completed by Oxford Health Mental Health Support team.</p> <p>16 staff to complete Youth Mental Health First Aid in Sept 2021 to take place.</p> <p>Personalised School counselling service is managed effectively and efficiently.</p>		
Disadvantaged (Futures) students have access to pastoral support throughout the school day	<p>WLC and WIN are the two departments available and they provide high levels of pastoral care and support for Futures.</p> <p>There are key workers and leads who support students.</p> <p>Futures first strategy is employed by classroom teachers to support outcomes.</p>	<p>AGR</p> <p>MFI</p>	<p>June 2022</p> <p>June 2022</p>



4 Site / Physical Access

Outcomes	Actions	Who	Review Date
Emergency Plans are in place for the following: <ul style="list-style-type: none"> • Fire Evacuation • Lockdown • Bomb Threat 	Plans are reviewed yearly and shared with all staff and students in September Regular practice evacuations are carried out by staff and students	NGA	Sept 2021
Provide means of evacuation from upper floors for people with mobility impairment.	Invest in evacuation chairs for English and Maths Train staff to use them Action is for this to be in place for November / December 21	ABR	Sept 2023
From CNS Students and staff with physical disabilities have access to all areas of school building	Ensure that lifts are functional at all times. Ensure that electric wheelchair lifts on stairs are functional at all times. Ensure that where there is no lift access that lessons are reroomed to ensure that all students have access to the full curriculum	ABR PTH	Sept 2023



<p>Students arrive and leave on buses safely and orderly.</p>	<p>Duty rota in place. Staff on duty at the end of the day to ensure that the bus park is safe and well organised to minimise risk.</p>	<p>GBU/ JVI/All Staff</p>	<p>Sept 2023</p>
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Appendix A – Specialist Support

Specialist support for pupils with a variety of disabilities is available and we always consult the appropriate service for detailed outreach support.

- SENSS Advisory services for:
 - Communication and Interaction
 - Visual Impairment
 - Hearing Impairment
 - Physical Disabilities
 - Complex Needs

- Educational Psychology Services
- SENDIASS
- Frank Wise School

References:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/support-services-send>