

## The Cavendish High Academy Accessibility Plan 2019-2020

### Physical Environment

Whole School	Date	Resources	Success criteria	Impact
School to be sign posted from Clifton Road	Audit Sept 2016 1.3		Signage in place	School easy to locate
Outside seating and shelter considered in approach to Entrance	Audit Sept 2016 1.6		Parents and visitors space provided	Safe area for waiting visitors, reduction in congestion at Entrance
Wall signage for disabled parking put in place	Audit Sept 2016 2.2		Clear signage in place at an appropriate height	Clear designated parking space for visitors
Two tier student Exit exit strategy at the end of the day	September 2018	NA	Students to exit school onto their transport more efficiently	Safe, effective and efficient working practices for all concerned
All weather flooring installed in the main entrance to prevent egress of water into the main building due to inclement weather when pupils and visitors are entering the building	September 2019		Pupils are able to wipe shoes on entry to the building	Safe entrance to the building reducing the possibility of slips during wet weather
Multi coloured flooring replaced with, single coloured flooring in the	September 2019		Reduced visual impact of strong coloured flooring with no predictable	Flooring installed with significantly less visual impact, improving

canteen area adjacent to the front entrance.			pattern, easing transition and reduction of perceived trip hazards for pupils with VI and ASD	transition around the school for pupils and visitors with visual impairment and ASD
Purchase and reposition of School Visitor registration sign in system	April 19		Reposition adjacent to reception window, reposition height of the unit to allow for comfortable operation for staff and visitors streamlined entry and exit of the building.	Improved monitoring of visitors and staff, the current position allows for secretary to assist and converse with visitors more readily and ID badges are self collect reducing office workload.
Main school entrance signs require updating for Sports Hall, Front Door and Office wall	Audit Sept 2016 5.1		Clear signage in place at appropriate heights	Obvious sign posting to parts of the school
Reception counter requires remodelling as currently most people have to bend to access it	Audit Sept 2016 6.3		A different solution applied	Easy access for all to communicate with the Receptionist
WC doors in Hub area require moving to sides	Audit Sept 2016 9.1		As above	Toilet doors will no longer enter directly into eating area

## Physical Environment

Classroom Environment	Date	Resources	Success criteria	Impact
The classroom environment to continue to be appropriately designed to meet the needs of all pupils with additional disabilities	Sept 2018	Building materials and contractors	Further extensive remodelling of the School Bungalow matched to the specific needs of a group of High Need Students conducted in Autumn Term 2018	Providing appropriate areas to ensure that the physical needs of the students and their learning styles can be met
The TEACCH approach to continue to be consistent in all classrooms where the students require it i.e. photos, symbols, visual timetables and working for cards	Sept 2018	N/A	As part of September 2018 reorganisation Class 1 to receive specialist furniture to facilitate compliance	Matching educational practices to different ways pupils with ASD learn
Resources to be up to date, well maintained, age appropriate and matched to the interest and specific needs of the pupil. i.e. PECs symbols, AAC devices, hearing aids, <u>clean</u> glasses, hearing loops	Sept 2018		As of Sept 2018 Julie Metcalf Specialist Teacher of VI HI visits all students on her case list weekly.	Resources to engage pupils

## School Curriculum

Content	Date	Resources	Success criteria	Impact
All short term planning to continue to show clear differentiation to address the differing needs of pupils	Continual	Termly monitoring of planning	All planning to show differentiation in line with pupils' needs	Specifically focused planning impacting upon delivery
Termly targets continue to be set at a challenging level. There is to be a full range of individual programmes for each pupil which address their specific learning needs and styles	Continual	Termly monitoring of targets and PLTs	High quality PLTs in place to address the individual needs of each pupil	PLTs which set out clear objectives that are specific and how these should be taught to the individual pupil
Ensure that the thematic curriculum is flexible in accommodating the learning needs of our pupils and continues to be developed to maximise its reflection of and relevance to everyday life.	Continual	Termly monitoring of planning Teacher dialogue time to discuss, evaluate and develop the curriculum to the best it can be	Lifelong independent enquirers Developing aspirational approach to teaching learning  Current issues delivered in a fair and balanced way to promote independent enquiry and resilience amongst the staff and pupils	Equipping pupils with the tools to adapt to changes in society and develop resilience into adulthood
Provide reasonable enrichment opportunities where learning and teaching can take place in a variety of	Continual	Teacher dialogue time to develop the curriculum and the way in which we support topics	Targeting groups to deliver bespoke activities and topics that support	Enhanced learning opportunities that support teaching and learning

ways both within and beyond the classroom .			or enhance curriculum delivery  (theatre groups, audio visual shows, cinema, craft workshops)	
Develop personal social skills that encourage children to become active citizens within the school community and beyond	Continual	Specialist targeted PHSE sessions.  School Council has kudos and is seen to be effective and affecting change  Extracurricular provision that supports and broadens the whole school offer	Cross departmental working for the good of the school community and beyond  Election to the council is aspirational and valued	Equipping pupils with the tools to develop resilience and a community ethos into adulthood
Continue to develop our thematic curriculum to deliver macro themes throughout teaching that incorporate the interrelation of knowledge across academic disciplines and everyday life whilst being delivered at the most appropriate levels for our pupils.	Continual		<b>P1 - P4:</b> a multi-sensory approach to teaching and learning, prioritizing opportunities to develop skills in early communication and cognition <b>P5 - P8:</b> a variety of approaches to teaching and learning which	

			<p>match the learning preferences of the pupils, consolidating and building on skills across the five key strands as detailed below</p> <p><b>Entry Level:</b> a variety of approaches to teaching and learning which match the learning preferences of the pupils, challenging them to apply their skills and understanding across a much broader range of situations and experiences</p>	
Implement, identify and place pupils within subject specific and non-subject specific routes through the school.	Continual	<p>Baseline individuals to assess most appropriate placement within the school.</p> <p>Transition team monitoring and attending year 6 meetings (AR, PEP, LAC, CIN)</p>	<p>Increased independent learning amongst the student body, transition between phases and routes to best support learning and foster challenge.</p> <p>Pupil movement between departments where applicable or where</p>	<p>Pupils best placed to support their learning needs. Consideration given to peer relationships, ability to transition between bases, staff and with other pupils.</p> <p>Environmental (sensory/physical)</p>

		<p>Regular consultation across SLT to inform placement within departments is appropriate and in the best interests of the child.</p> <p>Continue to assess banding to access funding levels that allow us to continue to provide an outstanding and personalised curriculum</p>	<p>approaches to teaching and learning are more suited to individuals.</p>	<p>factors taken into consideration when placing pupils.</p>
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## School Curriculum

Teaching and Learning Methods	Date	Resources	Success Criteria	Impact
Reduced and appropriate language and materials embedded enabling pupils to access the curriculum	Continual	Termly monitoring of planning and lesson observations	Reduced language used by all	Key information carrying words emphasized to pupils to aid understanding and cooperation
Use of ICT, Software, learning maps, supportive signing, Visualisers and AAC devices to increase curriculum access for pupils with limited expressive skills	Continual	As above	Communication aids in place and used effectively for all identified pupils	Enhancing interaction through ICT and good practice in and outside the classroom
Staff's understanding of the link between behaviour and communication ensures that effective learning takes place	Continual	Training and refreshers	Strategies in place for independent learning	Calm purposeful environment enhances learning
Embedding multi-sensory approaches to ensure effective curriculum delivery	Continual	Training, good practice	Lessons consist of novel and exciting ways of teaching that incorporate a range of sensory experiences	Offering a wide range of learning experiences that hold attention, build concepts and consolidate previous learning
Embedding a range of proactive and sympathetic behavioural strategies based upon the individual interests and needs of a diverse pupil population	Continual	Training, good practice	Fewer serious behaviour incidents. Pupils develop strategies to maintain their own behaviour	More life choices available for pupils as leavers.
Pupils to be encouraged routinely to make choices and decisions- built into lesson planning and objectives	Continual	Termly monitoring of planning, SLT walking the job at break times	Strategies in place for independent learning	Developing autonomy of pupils

throughout the day to enable choice making				
Whole school curriculum review	Jan 19	Training, good practice  Collaborative working across teaching teams and departments to assess, monitor, develop and implement strategic change where applicable.	Subject Co-ordinators develop a common approach to subject monitoring, data handling, recording and reporting.	Statutorily compliant curriculum that is broad and balanced, that continues to evolve to meet and challenge a broad spectrum of needs and abilities across our student body

#### Delivery of Information

	Date	Resources	Success criteria	Impact
To continue to present information in different formats e.g. Prospectus, newsletters , Contact forms, school website, E-mail, text, telephone	Continual	Admin time if required  Introduction of Arbor and Earwig to build links between school and home, share progress and give insights into the school day in a safe and engaging way.	Information presented in different forms depending upon parental need  Information delivered to parents and guardians using technology that's in familiar and accessible format.	Information accessed by all our primary stakeholders and the wider community where appropriate.
Supporting parents / carers as educators in their children's lives	Continual	Release time for staff	Parents / Carers report positively about provision	Empowering parents / carers to be successful

				educators of their children
Student Council to be a driving force behind school improvement	Continual	Release time for coordinator	Systems in place to ensure pupils can express their views regarding provision	All pupils regardless of disability having a voice and being part of the change agenda