

SHELDON SCHOOL ACCESS PLAN as at February 2009

NB The new Disability Equality Working Group chaired by MJS will generate new targets for the coming year and will monitor this plan on a regular basis.

Targets	Strategies	Outcome
Ongoing specialist training for teachers on how to teach pupils with particular disabilities eg Downs Syndrome, Aspergers, manual handling training for TAs. Training for staff on SEN and Differentiation.	Use internal and external expertise Numerous courses attended and SEN conference organised 2006. 2007 conference included ASD, ADHD, Managing very difficult behaviour. 2008 Conference ASD. Differentiation workshop for staff Jan '09. ASD,ADHD & behaviour management training offered regularly on SDD's. Whole school SEAL training & EBD specific training by LEA consultant David Thomas. Jan 09.	Teachers and TAs more able to meet the needs of such pupils
Pupils requiring additional help in public examinations have access to extra time; readers; transcripts and use of computer.	Staff and MAA identify during Year 9	101 pupils provided with access arrangements. Jan 08 – Dec 08.
Soundfield in teaching areas – well maintained	PJJ/CJB/FXC ensure good maintenance of system	Soundfield available in all teaching areas
Acquisition of 'evacuation chair' – enabling pupils dependent on wheelchairs to descend stairs safely. Train TAs for use.	Training for use of chair, repeated as required.	Health and Safety issue
Publication of SEN Handbook.	Compilation of SEN handbook.	All staff issued with copy to help them more fully meet the needs of pupils with learning difficulties
Additional advice to staff on teaching HI pupils + targeted support allocated to HI pupils	FXC – presentation to all staff + written advice circulated. Soundfield fitted in all classrooms (mobiles).	Staff better informed and more confident teaching strategies for HI pupils
Additional advice to staff on teaching EAL pupils + targeted support allocated to EAL pupils	Weekly support from EMAS (Ethnic Minority Achievement Service) across a range of languages from bilingual TAs and 2 TAs helping support staff training.	Trained TAs withdrawing students for support in English
Appropriate curriculum	Offer alternative curriculum to nominated pupils at KS4 – inc. pre 16 Wiltshire College and use of Springfields and use of work experience placements supported by inclusion co-ordinator and EBD TAs.	Nominated pupils experience more appropriate curriculum.

Targets	Strategies	Outcome
Better access and participation in curriculum for pupils with recording difficulties	Small bank of portable word-processors often loaded with specific software (Alphasmarts/Danas/Neo) available to loan to pupils	These pupils have better access to the curriculum.
Access survey done when a pupil with a particular disability is admitted	This is ongoing as new pupils join us with specific difficulties eg. Cerebral palsy.	New or replacement ramps and handrails installed (Science, Maths and Humanities areas). Footpaths re-graded and kerbs lowered (Science, 6 th Form and old block playground areas). DDA compliant doors installed. Non slip surface mats in DT. Stools with back and arm supports for Sci/DT/art. Provide height adjustable work surfaces where needed. 6 TAs trained to meet identified needs. Ensure that any physically disabled child has appropriate facilities to work and learn
To ensure that staff are fully aware of the need to ensure that school trips are available to all pupils regardless of physical ability or special or medical need.	Staff are informed. Office staff explore wheel chair accessibility with local bus companies where necessary. Booking form includes this and medical needs (Carolyn Wakefield vets all proposals).HI pupils have TA support.	All children can access school trips
Building modification and refurbishment programme to take into account the needs of the hearing impaired and physically disabled.	Doors to reception now DDA compliant. DDA compliant ramp to girls changing room built. Shower and toilet facility for disabled built during Sports Hall refurbishment programme. Door to Finance made DDA compliant (Jan 08). 5 disabled toilets(learning support,sports hall, DT, sixth form & pos. behaviour base. 2 Disabled Visitor parking spaces created. Doors and frames painted in contrasting colours to walls during refurbishment. Replacement doors installed schoolwide are DDA compliant. Replacement programme for blinds schoolwide. 6 th Form building and use of mobile classrooms/ ramps made compliant.	Improved access for hearing impaired and physically disabled pupils

Targets	Strategies	Outcome
All communications are appropriately accessible	Placed on school website included in SEN Handbook appropriately available from reception and placed on web in other formats as required.	All pupils and parents can access school communications.
Carry out a Buildings Access Survey to inform future planning of improved access to buildings Major building works have to take into account access issues by law.	Refer to this whenever new works/modifications are planned	Logical, planned improvement of physical access
School plans to continue to review physical + HI accessibility to school as new works are undertaken. All new building projects to refer to Buildings Access Survey and WCC Audit in future.	Planned use of minor capital delegated resources and discuss with LEA using Schools Access Initiative funding.	To continue to install Soundfield and fit ramps, handrails, blinds etc to enhance accessibility of school
To monitor and evaluate our provision.	Set up Disability Working Party.	Meets for the third time Feb '09, will review provision and make recommendations.

To be reviewed annually

GLOSSARY

P C Werth	Company which installed Soundfield
FXC	member of staff in charge of Hearing Impaired Unit
HI	Hearing Impaired
SDD	Staff Development Day
Twilight	An evening Staff Development session
TA	Teaching Assistant
MAA	Member of Special Educational Needs teaching team
SEN	Special Educational Needs
EBD	Emotional and Behavioural Difficulties
G+T	Gifted and Talented pupils
LEA	Local Education Authority
MLD	Moderate Learning Difficulty