

Madeley Academy



Accessibility Plan and Special Educational Needs/Disabilities Information Report

Prepared by:	Maria Satchwell
Date:	September 2016
Approved by governing body:	22 November 2016
Review Date:	September 2017

Position Statement

The Disability Discrimination Act requires that Madeley Academy is committed to improving access for disabled students to prevent discrimination against disabled students.

Madeley Academy is an Inclusive school and is proactive in thinking ahead to anticipate the barriers that students with disabilities may face and takes active steps to minimise them to enable the student to be fully included in all aspects of school life.

The Governing Board of Madeley Academy is responsible for the implementation of the plan. They will ensure through the Head Teacher and Senior Leadership Team that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

We would wish to actively encourage parents/carers to engage at the earliest opportunity in discussions if, on first seeing the Academy, access difficulties are identified for your child.

Aims

- Define 'disability'
- Be embedded in a culture of high expectations for all
- Be guided by the Special Needs Code of Practice and related legislation
- Respond to the views of students and parents/carers
- Demonstrate a commitment to developing access to the Academy for all students
- Show commitment to the effective and sustainable use of resources
- Be clear about how it will be evaluated

Disability and the Academy Culture

The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities”. Impairments include sensory impairments – such as those affecting sight or hearing. People who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognised are included. Not all students with SEND will necessarily have a disability under this legislation.

- This Accessibility Plan has been drawn up in consultation with the students, staff, a representative of the parent body and Governors of the Academy
- We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion

- Madeley Academy will constantly monitor, with a view to continually evaluate the accessibility of provision for all students, staff and visitors to the Academy
- It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and Governors in the matter of disability discrimination and the potential need to inform attitudes on this matter
- This Accessibility Plan should be read in conjunction with the Academy's policies, strategies and documents including those on the following areas:
 - Equal Opportunities
 - Health & Safety
 - Behaviour
 - Academy Prospectus and Headteacher's vision.
 - Access arrangements
 - Bullying
 - Safeguarding

Monitoring and Evaluating

The implementation of the plan is the responsibility of the Head Teacher and Governing Board. It will be reviewed annually, revised every three years and adequately resourced. In the process of its review it will take into consideration the views of students with disabilities, their parents/carers and care providers in the community.

Opinions of the student and parental body will be regularly sought. If parents/carers think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEND and Disability Tribunal (SENDIST). If the tribunal finds that a school has discriminated unlawfully against a student with disabilities it can order any remedy that it sees fit, except financial compensation.

Improving Access for Disabled Students

The plan addresses the three strands of the statutory requirements, and is the basis on which action plans will be drawn up and regularly reviewed:

Increasing access for disabled students to the Academy curriculum. This covers teaching and learning and the wider curriculum of the Academy such as participation in after schools clubs, leisure and cultural activities or Academy visits.

Improving access to the physical environment of schools. This covers improvements to the physical environment of the Academy and physical aids to access education.

Improving the delivery of written information to disabled students. This will include planning to make written information that is normally provided by the Academy to its students available to students with disabilities. Examples might include handouts, timetables, textbooks and information about Academy events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable time frame.

Procedure

To identify barriers to access by disabled students a needs analysis checklist has been completed – Annex 1.

From the findings of this checklist an Action Plan has been written. This action plan will form part of the Academy Improvement plan agenda. Progress will be reviewed annually and the accessibility plan adjusted accordingly.

Appendix 1

Identifying Barriers to Access: Checklist

Section 1: How does your Academy deliver the curriculum?

Question	YES	NO
Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are your classrooms optimally organised for students with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do lessons provide opportunities for all students to achieve?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are lessons responsive to student diversity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are all students encouraged to take part in music, drama and physical activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do all staff recognise and allow for the mental effort expended by some students with disabilities for example using lip reading?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do all staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in activities, for example some forms of exercise in physical education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do you provide access to computer technology appropriate for students with disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are Academy visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are there high expectations of students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do staff seek to remove all barriers to learning and participation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section 2: Is your Academy designed to meet the needs of all students?

Question	YES	NO
Does the size and layout of areas including all academic, sporting, play, social facilities; classrooms, the theatre, restaurant, library, gymnasium and outdoor sporting facilities, playgrounds and learning centres allow access for all students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Can students who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps, toilet facilities and showers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are emergency and evacuation systems set up to inform all students, including students with SEND and disability?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Could any of the décor or signage be considered to be confusing or disorienting for disabled students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are areas to which students should have access well lit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are steps made to reduce background noise for hearing impaired students such as considering a rooms acoustics, noisy equipment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is furniture and equipment selected, adjusted and located appropriately?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section 3: How does your Academy deliver materials in other formats?

Question	YES	NO
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Madeley Academy - Accessibility Plan 2016-2017

IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
A1: Continue to develop a range of learning resources that are accessible for students with different disabilities	<p>Heads of Departments to review resources in their curriculum areas</p> <p>SEN team to communicate with relevant outside agencies to determine appropriate equipment on an individual basis.</p>	Time/training	July 2017	Students with disabilities have increased access to curriculum materials
A2: Teachers use their knowledge of different teaching and learning styles to adapt the curriculum and classroom environment, effectively deploying support staff to enhance the learning of students with SEND	<p>Staff development.</p> <p>Teacher observations</p>	Time/training	July 2017	Teachers use multiple intelligence principles to suit a wide range of learning styles. Higher attainment for students with SEN disabilities
A3: Teachers develop skills to deal with students who have specific disabilities	<p>SEND staff provide or arrange specific training for new and existing staff relating to disabilities experienced by students. Utilise the Academy's communication passport process to engage teachers in developing knowledge on an individual basis.</p>	Time/training	July 2017	Staff have greater understanding of disability issues
A4: Disability equality issues are incorporated into Citizenship curriculum	<p>Students to address issues of disability and inclusion through tutor sessions and participation in assemblies</p>	PSHEE Programme of study	July 2017	Students have greater understanding of the range of disability issues

B - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes
<p>B1: Ensure fire procedures take account of the needs of students with disabilities</p>	<p>a) Review the needs of the identified students b) Ensure that appropriate provision, including places of safety have been established c) Fire procedures for wheelchair students are clearly in place d) Consider use of tactile signage.</p>	<p>Financial resources funding for regular training on the use of evacuation chairs Time/training</p>	<p>Annually</p>	<p>Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Safe areas are identified and are clearly signposted with intercom help points. Evacuation chairs are in place – members of staff are trained on the correct and safe use of these. Evacuation chairs are regularly serviced under the guidance of the site managers.</p>
<p>B2: Ensure that there is appropriate vehicle access for students with physical disabilities</p>	<p>Review the needs of identified Students. Ensure that appropriate provision and safety has been addressed</p>	<p>Financial resources Site management</p>	<p>Annually</p>	<p>Identified students have access when required to disabled parking provision</p>
<p>B3: To constantly review access to the physical environment for students with physical disabilities</p>	<p>Review the access to individual rooms, ensuring appropriate adaptations are made where feasible</p>	<p>SENCO, Advice sought from Occupational Therapist when required</p>	<p>July 2017</p>	<p>Physical environments will be reviewed and evaluated frequently with the support of the Occupational Therapy Service. Appropriate Risk Assessments will be carried out regularly and evaluated in line with the SEND and Health & Safety Policies</p>

C - IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Timeframe	Outcomes
C1: Make information more accessible to students (and parents) with disabilities	Use national and local recommendations to develop plans to make information more accessible	Local authority guide to making information more accessible Teaching staff, Parent and Student feedback	July 2017	Students with disabilities have greater access to information. Academies able to respond quickly to requests for information in alternative formats

Special Educational Needs and Disabilities Information Report

Policies and where they can be found

The following policies are in place and can be found on the Academy's website:

- Accessibility Plan
- Exam Access Arrangements Policy

Please also refer to SEND Telford & Wrekin's Local Offer which aims to provide information on what services you can expect from local agencies including education, health and social care.

http://www.telford.gov.uk/info/20027/special_educational_needs_and_disability_send

What is an EHCP, and how are they provided for by the Academy?

The Children and Families Bill identified changes to how children and young people with SEND will be supported in future. There is now a new assessment process with a single, integrated Education, Health and Care Plan (EHCP) replacing the statementing process.

An EHCP looks at all the needs a child has in education, health and care. Professionals from each area, along with you as parents, will consider what outcomes you would like to see for your child and the EHCP will identify what is needed to achieve them.

EHCPs will have the same protection in law as a Statement of SEND.

An EHCP assessment will usually only apply to children with the most complex needs in a mainstream school, or children who require a specialist school or setting.

If a child is in receipt of an EHCP then as an Academy we will work with you to create a individualised programme of support.

This support will be monitored to make sure progress is being made in partnership with parents and any other agencies involved with the individual. If your child continues to have significant difficulties, the Special Educational Needs Co-ordinator (SENCo) will request additional support.

How do we identify the students who need support?

On Entry;

- Close liaison with the primary Headteachers, year 6 class teachers, and primary SENCos
- Additional visits to Madeley Academy for students identified with Special Educational Needs and Disabilities
- Opportunities for identified year 6 students to join some Year 7 lessons
- Parents are welcomed to make pre-arranged contact and visits with the SENCo when their child is in Year 5

If your child is already a student at the Academy:

- If your child has received a recent diagnosis from a health care professional
- If despite 'Quality first teaching' progress is very limited

- Changes in behavioural presentation

How are the needs of the students met?

- There is a large team of teaching assistants, who are sub-divided into the following sub teams

Alternative Provision Nurture Room/In-school learning centre

Red Team Cognition and Learning

Yellow Team Physical and/or Sensory Needs

Blue Team Communication and Interaction

Green Team Social, Emotional, & Mental Health Needs

- Each student with identified Special Educational Needs is assigned to the team which best describes their main need.
- Targeted, planned interventions which may be facilitated on a 1:1 or small group basis

Current interventions offered are:

- A spelling intervention based on teaching the spellings in a multi-sensory way. The spelling lists used are from the Fry's word lists
- A motor skills intervention based on the 'Motor Skills United' programme which is designed by Occupational therapists
- Comprehension programme
- Mathematical intervention by teaching mathematical concepts in a multi-sensory way
- Communication programme guided by ELKLAN resources
- Emotional literacy using 'talkabout' resources
- Fine motor skills programme
- Creative mentoring
- Anger management – turtle technique anger management programme
- Behaviour reports
- 'Behaviour' toolkit
- Cognitive behavioural therapy
- Behaviour through responsibility
- Spelling intervention through the use of 'Spellzone'
- Guided Reading
- Social Skills for learning
- Literacy and numeracy small groups
- Peer mentoring to support students with the understanding of coping with ASD in the Secondary School environment
- Inclusive Sports club in partnership with 'Lakeside Lions'

-
- Key Stage Three Social Skills
 - Key Stage Four & Five Social Skills
 - Speed Up handwriting programme
 - 'Nessy Fingers' touch typing programme
 - Tutor time support
-
- Teaching Assistants are deployed within classrooms to support identified students
 - A breakfast club runs from 8am for vulnerable students
 - There is an onsite 15 place nurture room for vulnerable students with identified needs.
 - There is a target intervention programme for some Year 7 students with specific difficulties, which involves identified students receiving daily small group focused teaching.
 - There is an opportunity for some students in Key Stage 3 and 4 to follow an alternative curriculum which has a focus on PSHEE based skills and Emotional Literacy. This is known in the Academy as the Enrichment Programme.

How do we evaluate the support we give to the students?

Progress of all students is tracked every half term and the data is used to show who needs further intervention.

Any interventions are evaluated by the SEND team and the child. These can be shared with the child's parents at their request.

Reading and numeracy ages are tested regularly.

Parents will be invited to give feedback on any support provided to their child

What about the student's voice?

Students with identified SEND needs will each have a communication passport. This will be an internal document, shared with students, teacher and parents upon request detailing the students' individual needs and any adaptations to the school curriculum or environment they may require. Students will have the opportunity to create their communication passport alongside their key team and have the opportunity to evaluate the effectiveness of any additional provisions they are in receipt of.

What training are the staff supporting SEND had or having?

The SENCo is a qualified teacher, who holds the masters level national accredited SENCo award.

All SEND staff have current first aid training, they have also had the opportunity to attend EpiPen training and diabetes awareness training.

- All SEND staff have access to or receive training at planned opportunities throughout the year. Staff have received training on:
 - Phonics
 - Specific learning difficulties
 - Autistic spectrum disorders
 - Moving and handling – Physical disabilities
 - Attachment theory
 - Managing behaviour in the classroom
 - Learning styles
 - Speech and language communication needs
 - Visual and hearing impairments
 - Building resiliency
 - Pathological demand avoidance
- If your child has a specific need please contact the deputy Head of SEND or the SENCo who will evaluate if there is a need for further staff training

How accessible is the Academy to students with physical disabilities?

The Academy building complies with the standards and regulations outlined in the Discrimination Act 1995. There are a number of aspects of the Academy building which are accessible to all those with a physical disability, including lifts and disabled toilets and changing facilities. In addition, staff are fully trained on evacuation procedures and use of EvacChairs. Staff have completed Moving and Handling Training, and work closely with occupational therapy and physiotherapy specialists to adapt all aspects of the curriculum. Furthermore an after-school club takes place aimed at students with physical disabilities which involves inclusive sports, including the opportunity to compete with other local schools.

Who can I contact at the Academy?

Mrs Christine Millwaters – Deputy Head for Special Educational Needs and Disabilities
cmillwaters@madeleyacademy.com

Miss Hannah Conlon-SENCO
hconlon@madeleyacademy.com

Arrangements for consulting and involving parents/carers

All parents/carers have regular communication about their child's progress through their child's personal tutor. This includes progress checks, parents' evenings and meetings. In addition to this, children with identified special educational needs have access to regular meetings with the SENCO and SEND team. Parents may seek further support from Information, Advice & Support Services Network (previously known as Parent Partnerships):

Information, Advice & Support Services Network
The Glebe Centre, Wellington
Telford
TF1 1JP
(01952) 457176

How is the decision made about what type and how much support my child will receive?

All students are in receipt of Quality First Teaching where their progress is carefully monitored and tracked. Targeted intervention for students not making adequate progress then take place. The SEND department is then informed if progress is still not made and more specialised support may be required.

On entry to the Academy, information about any additional needs and prior attainment is shared with the SENCo so that any relevant support can be put in place. All new students to the Academy will undergo baseline testing in Literacy and Numeracy. The results of these tests will be analysed and any concerns will be raised with parents/carers and the SEND department.

Students who are in receipt of a statement of Special Educational Needs or Educational Health and Care Plan will be receive specialist support as outlined in this document.

The Academy's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

Before joining the Academy, Year 6 students are met by the Academy's senior staff in their primary school. Following this, the Year 6 students attend two induction days to support the transition from primary to secondary school. Children with identified SEND are invited to participate in additional transition days. The Academy has a Careers Department which works closely with all students to ensure that each student has a transition plan into post-16 education, higher education, training courses or the workplace. As an SEND Department we work particularly closely with Future Focus to ensure those students who have identified additional needs are further supported during transitions. This also includes the transition from Key Stage 3 to 4.

How does the Academy secure external expertise and services?

When the Academy has used the expertise and resources available to it internally, we will seek the support of external expertise or resources. This may include the purchase of specialist services such as Learning Support Advisory teachers, educational psychologist, and counselling psychologists. In addition, we may also seek advice or support from occupational therapists, physiotherapists inclusion mentors, counsellors, speech and language therapists, social services, specialist teachers of the deaf/visually impaired. The Academy has regular contact with CAMHS.

How does the Governing Board support the work of the SEND department in the Academy?

The Governing Board nominate a named governor who will ensure the department meets all statutory guidelines for the provision of students with identified Special Educational Needs. The named governor is currently Pauline Hughes. Mrs Hughes can be contacted by email at this address: enquiries@madeleyacademy.com. The named governor will ensure that all funding is spent in the best interests of individuals and their needs.

The Governing Board will also deal with any concerns you may have about the provision for students with additional needs if you feel this has not been dealt with sufficiently by the SENCO, Deputy Headteacher for SEND or the Headteacher.