



ROBSON HOUSE

Accessibility Plan

Accessibility Plan

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| Policy Owner | Robson House Primary Pupil Referral Unit |
| Approving Body | Robson House Management Committee |
| Date Approved | March 2018 |
| Effective Date | March 2018 |
| Review Date | March 2021 |

Accessibility Plan

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). Robson House Management Committee recognises the following duties that this places upon them;

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Management Committee:

1. To increase the extent to which disabled pupils can participate in the school curriculum
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The plan attached sets out the Management Committee' proposals for increasing access to education for disabled pupils.

Disability and Robson House

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'- the DDA definition of disability

Robson House's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of gender, sexual orientation, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is

consistent with the school's SEN Policy, Equalities Policy and Equal Opportunities Policy.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan has been shared with the Senior Leadership Team and will inform relevant aspects of the school's development plan. The plan will be made available to Ofsted and Camden LA.

Robson House Accessibility Plan

| Target 1: To ensure access to the curriculum | | | | |
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| Objective | Strategy | Outcome | Timescale | Review |
| To ensure that all children have access to the physical aids which they need to access their learning. | <p>Use of health care plans and Integrated Plans to highlight physical aids, e.g. workstations, ICT equipment which the child requires to access their learning.</p> <p>Liaison with relevant professionals to ensure this information remains up to date.</p> | <p>All children in the school receive the physical aids which they require.</p> <p>Barriers to learning are minimised for every child in this respect.</p> | On-going | |
| To ensure that children are regularly and appropriately assessed and that the information obtained from this informs planning. | <p>The assessment policy highlights the assessments which Robson House uses on a regular basis to build a holistic picture of each child here.</p> <p>Lesson planning draws upon the information gathered through the assessment process.</p> <p>P levels are used where appropriate to assess the progress of children for whom UKERI NCP levels are inappropriate</p> | <p>Planning is highly relevant to the individual needs of the children which maximises their ability to access the curriculum.</p> | <p>Assessment Policy reviewed every two years.</p> <p>On-going use of assessments.</p> | |

Target 1: To ensure access to the curriculum

To ensure that all work is effectively differentiated to meet the needs of individual children.

Teaching and Learning policy addresses the level of differentiation expected at Robson House to reflect the diverse needs of our children.

Plans are regularly monitored by subject leaders and through the performance management process to ensure that all learning styles are catered for and that differentiation consistently increases the extent to which all children can participate in the curriculum.

Lesson planning takes into account the advice of other professionals working with the child.

Integrated Plans contain detailed information which is regularly updated and should be used to inform planning.

All lessons at Robson House are differentiated to meet the needs of each individual child.

On-going Teaching and Learning Policy reviewed every two years.

Target 1: To ensure access to the curriculum

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| <p>To ensure that the range of skills and experience available within Robson House is diverse and up to date in order that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties</p> | <p>Current skills, training and experience are regularly audited by individual staff and by SLT.</p> <p>Training to address areas for development is sought in response to skills audit or in anticipation of working with a child with relevant needs.</p> <p>Regular INSETs make use of a range of different specialists to ensure skills are kept up to date and relevant.</p> | <p>Staff are confident at identifying individual children's needs and planning to meet these.</p> <p>Children benefit from a highly individualised education which targets their needs and ensures that they have full access to the curriculum.</p> | <p>On-going</p> | |
| <p>To ensure that all staff are confident working with all the children in the school regardless of their needs.</p> | <p>Staff are given the opportunity to feed back on a daily basis which highlights any potential areas for development.</p> <p>Staff are encouraged to reflect on their own skills base through the performance management process and plan to address any areas for development.</p> <p>In house support, advice and training is available for staff to develop their own skills and subsequent confidence levels.</p> <p>External training made available to staff.</p> | <p>Children benefit from highly skilled staff who are consistently able to address their needs and enable them to access the curriculum.</p> | <p>On-going</p> <p>Performance Management Reviews at least twice a year.</p> | |

Target 1: To ensure access to the curriculum

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| <p>To ensure the needs of individual children continue to be met during off site activities.</p> | <p>After-school and off-site activities are carefully planned, taking into account the needs of individual children involved.</p> <p>Additional support provided for individual children with identified needs in order that they can access off-site learning opportunities.</p> | <p>All children will be able to benefit from the full range of learning opportunities regardless of their location.</p> | <p>As necessary</p> | |
| <p>To ensure that all staff have a good awareness and understanding of all the children at Robson House and work together to meet their needs.</p> | <p>Twice daily briefings ensure that lines of communication are clear and open and as such all staff are aware of the general needs of individual pupils e.g. needs relating to communication, medical needs such as allergies.</p> <p>Twice daily briefings and termly IFF meetings ensure that all those working with the individual child benefit from detailed and up to date information.</p> <p>Close links are established with external professionals working with the child to ensure their advice on supporting the child remains relevant.</p> | <p>The full needs of individual children are ascertained and then reviewed on a regular basis giving all professionals a clear and holistic picture of the child they are working with.</p> <p>Children are more likely to have these needs met as a result.</p> | <p>Twice daily briefings</p> <p>Termly IFF meetings</p> <p>Twice yearly formal parent meetings</p> <p>On-going informal parent meetings</p> <p>Liaison with external professionals and agencies where necessary</p> | |

NB: Where access to the curriculum is not immediately possible for individual children despite the above measures, we will enter into discussion with appropriate LA representatives to devise and make reasonable adjustment to facilitate that access.

| Target 2: To ensure physical access to the school | | | | |
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| Objective | Strategy | Outcome | Timescale | Outcomes to Date |
| To ensure that all children have access to the physical aids which they need to access their learning environment. | <p>Use of health care plans and Integrated Plans to highlight physical aids, e.g. furniture and equipment which the child requires to access the environment.</p> <p>Liaison with relevant professionals to ensure this information remains up to date.</p> | All children in the school receive the physical aids which they require. | Ongoing | |
| To ensure that all children have their medical needs met. | Robson House's Health and Safety Policy outlines provision for children who require prescribed medication throughout the school day. | All children receive the prescribed medication which they require. | <p>Ongoing in response to individual needs of child.</p> <p>Health and Safety Policy reviewed annually.</p> | |

NB: Where access is not immediately possible for individual applicants for places/jobs or other visitors despite the above measures, we will enter into discussion with appropriate LA representatives to devise and make reasonable adjustments to facilitate that access.

| Target 3: To ensure access to written information in the school | | | | |
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| Objective | Strategy | Outcome | Timescale | Outcomes to Date |
| To ensure that information which is produced by Robson House is accessible. | <p>Adjustments such as enlarging text/pictures or changing seating arrangements made where appropriate for individual children or groups.</p> <p>Similar adjustments made to information designed for staff, parents and/or the general public.</p> <p>Use of pictorial/visual cueing in classrooms to support information sharing.</p> <p>Use of pictorial/visual cueing across the school to support information sharing.</p> | All information disseminated by Robson House (including that within the classroom) is able to be used by its intended audience. | Ongoing and in response to individual needs of children, staff, parents or members of the general public. | |

Target 3: To ensure access to written information in the school

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| <p>To ensure awareness of staff of the importance of good communication systems</p> | <p>Advice and training to be sought and provided as required.</p> | <p>Staff have a good awareness of available and effective communication systems and are able to use these to meet the individual needs of our pupils.</p> | <p>On-going</p> | |
| <p>To ensure relevant staff are aware of possible disabilities of children and future employees</p> | <p>Inclusion of initial information (Student Passports) (pupils) and application forms (future employees) of a request for information about any possible disabilities</p> | <p>Staff have a good understanding of the needs of individual children or staff members and can respond to this more sensitively and effectively by planning in advance to meet these needs.</p> | <p>On-going</p> | |
| <p>Alternative ways of providing information (e.g. audio versions for people with visual impairments) as required</p> | <p>Advice sought from relevant specialists as required</p> | <p>Relevant school information can be provided in different formats and is therefore accessible to all those wishing to use it.</p> | <p>On-going process</p> | |

Target 3: To ensure access to written information in the school

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| Ensure all signage around the school is clear and able to be used by all staff, children and visitors to our school. | Plan to ensure all signs are suitable for all those using our school. | All signage at Robson House is informative, attractive and accessible to all those wishing to use it. | Monitor and maintain signage | |
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NB: Where access to written information is not immediately possible despite the above measures, we will enter into discussion with appropriate LA representatives to devise and make reasonable adjustments or to put in place training programmes which will facilitate that access.

How will this policy be monitored and evaluated?

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Management Committee.

When was the policy adopted and reviewed?

The policy was revised in March 2018 and will be reviewed in March 2019.