

Accessibility plan - XP East

XP East is a fully inclusive school and believes that all students have the right to be included in the life of the school. The physical environment of the school was therefore considered during building in order to increase the extent to which disabled students can take advantage of education and associated services. Our schools comprise of:

- Wheelchair access.
- Wide doors and hallways which are in line with building regulations.
- A lift, making the first floor including community facility accessible.
- Disabled toilets in the school building next to reception for visitors and students and toilets for visitors and students on the first floor.
- Disabled parking in the staff/visitors car park.
- Clear visual signage in all buildings.
- Audio visual equipment in the main school hall and a system to support the hearing impaired.
- A physical environment which is safe, welcoming and stimulating.

| Target | Responsible Person/s | Strategy | Monitoring | Timescale | Outcome |
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| Review classrooms and social areas to take account of the needs of disabled students and visitors. | Head MJO GBR | Review spaces so that any impact on a disabled student are considered – location of whiteboards, location of door handles, positioning of safety signs, colour schemes, height of desks and use of window blinds. Doorways wide enough and ramps where needed Corridors clear of obstacles No trip hazards Adequate lighting All areas/rooms clear of unused furniture and clutter | SEN Team Meetings Site walk rounds | In place and ongoing | Allow disabled students to enhance their learning and be more comfortable in school. |
| Ensure all steps and stairs are compliant | Head MJO GBR | Steps and stairs reviewed to ensure that visual impaired children can see the edges. | SEN Team Meetings Site walk rounds | In place and ongoing | School provides appropriate facilities for the needs of disabled students and visitors. |
| Continue to ensure all fire procedures take account of the needs of students and visitors with disabilities. | Head MJO | Examine all current procedures and risk assessments to ensure the needs of existing and future disabled students have been identified. | Fire Marshal team H & S Audits | In place and ongoing | Maintain the safety of disabled students at XP and ensure there is a recognised set of procedures to meet their needs. |
| Improve educational experiences for | Head SENCo | Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended | SEN Team Meetings | Future plans | Staff know how to operate.maintain hearing technology and learning experiences of pupils enhanced. |

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| hearing impaired pupils | | Consult Hearing Impairment team | | | |
| Improve educational experiences for visually impaired pupils | Head SENCo | Consult Sensory Support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs | SEN Team Meetings | Future plans | Teaching aids more easily seen and learning experiences of pupils enhanced. |
| Consider the needs of current students and what support they will need for GCSE examinations | Head Exams officer Internal access arrangements assessor | Provide exam papers in different formats, larger print, coloured photos and braille if appropriate. Ensure that students are identified for extra time and other support in examinations e.g. readers, scribes etc. | SEN Team Meetings Staff Crew Access Arrangements Folder (E24) | In place and ongoing | Students with disabilities have improved access to information. School is able to respond quickly to requests for information in alternative formats. |
| Provide the opportunity for translated letters/information to be sent home to students with EAL if and when required. | Head | Contact EMTAS re the translation and cost to school. | SEN Team Meetings Staff Crew | In place and ongoing | Parents have accurate access to information regarding their children. |
| Access to site is available to all | Head MJO GBR | Disabled parking sign posted at car park entrance Disabled parking space(s) Dropped kerb to pavement with appropriate textured paving Adequate lighting along pathway Walkways should be evenly paved and in good condition | SEN Team Meetings Site walk rounds | In place and ongoing | All students and parents have access to the site and building when needed. |

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| | | <p>Clear of overhanging trees or windows opening onto the pathways</p> <p>All stepped areas accessible by ramp with tactile surface at top and bottom</p> <p>Appropriate handrails starting before the first step and finishing after the last.</p> <p>Edges of steps/stairs highlighted</p> | | | |
| Accessible toilets for all | Head MJO GBR | <p>Clear and tactile signage</p> <p>Access to disabled toilets</p> <p>Logically placed hand dryer and bin</p> | <p>SEN Team Meetings</p> <p>Site walk rounds</p> | In place and ongoing | All students have good access to toilets |
| Safe dining area for all | Head Head Cook | <p>Knives and forks stacked with their sharp ends downwards or flat to reduce risk of injury</p> <p>Cover or supervise any unusually hot surfaces to prevent them from being touched accidentally</p> | <p>SEN Team Meetings</p> <p>Site walk rounds</p> | In place and ongoing | Safe dining experience for all |
| Provide safe outside areas | Head MJO GBR | <p>External posts highlighted with a band of contrasting colour</p> <p>Railings and boundary fences kept in good condition and painted in a bright colour</p> <p>All steps should have a tactile surface of raised ribs set parallel to the top step nosings (according to Part M of the Building Regulations) and the bottom (preferred guidance)</p> | <p>SEN Team Meetings</p> <p>Site walk rounds</p> | Future plans | Safe play and arrival/departure to/from school |
| Effective communication and engagement with parents | Head SENCo | <p>Termly meetings with parents/carers – Annual</p> <p>Review meetings with SENCo</p> | <p>SEN Team Meetings</p> <p>Crew Phase Meetings</p> | In place and ongoing | Parents/carers fully informed about progress & engage with their child's learning |
| Staff training to increase access to | Head Designated First Aider | <p>Epipen Training</p> <p>First Aid Training</p> <p>Access to courses on key SEN areas</p> | <p>SEN Team Meetings</p> <p>Staff Crew</p> | In place and ongoing | Students can safely be in school |

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| school for all students | | | | | |
| Adaptations to the curriculum to meet the needs of individual learners | Head SENCO | Pastoral Support Timetable adaptations Individual physiotherapy programmes Speech and language therapy programmes SEND Walkthroughs to review provision | SEN Team Meetings External Providers | In place and ongoing | Identify areas for improvement for each phase team Needs of learners are met |
| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils | Head Staff leading club | Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements | Staff Crew | In place and ongoing | Increased access to extracurricular activities for all pupils with SEND. |