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## 1.0 INTRODUCTION

Hillcrest Shifnal School is an Independent School for students aged between 5 years and 19 years, experiencing social, emotional and mental health difficulties. The school is registered for up to 60 young people and offers day placements as well as placements to LAC children placed both within the organisation and external to the organisation.

At Hillcrest Shifnal School we are committed to giving all of our students the opportunity to achieve their very best. Therefore we provide an environment which takes into account the needs of all individuals regardless of their educational, physical, and emotional needs.

### Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students/students with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Key Aims

To increase and eventually ensure for students/students with a disability that they have:

- total access to our setting's environment, curriculum and information
- full participation in the school community.

### Key Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties our school governors have regard to the Equality Act 2010



- Our Setting recognises and values the young person's knowledge and parent/carer's knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## 2.0 KEY AIMS AND PRINCIPLES

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## 3.0 INCREASING ACCESS FOR DISABLED STUDENTS TO THE SCHOOL CURRICULUM

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*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- Individual Learning Plans are written for every student within our setting, these identify areas of need and establish interventions to support students. These plans are written with contributions from the parents and children and 6 monthly as a minimum
- Staff liaise closely with outside services and agencies, incorporating suggested strategies into Individual Learning Plans. Where appropriate staff also consult with the internal clinical team and Educational Psychologist.
- Tasks are differentiated and differentiated curriculums are established for students who are unable to access the age related curriculum, this includes differentiated learning and intervention to close learning gaps.
- A range of teaching methods and styles are adopted by staff to facilitate access to all students.
- A PACE approach has been embedded in all aspects of school life, ensuring that staff are sensitive to the needs of students.



- Risk assessment and high levels of supervision support vulnerable students.
- SMSC links are used to create a culture of understanding and acceptance across the school. This is done via Assemblies, PSHCE teaching and the school supporting charity events and having their own charity initiatives.
- Members of staff receive up-to-date training on current SEN Issues via the school SENCo, and where appropriate external specialists. Training also supports the development of positive teaching practice to support a range of SEND and intervention to support students with additional needs.
- A variety of clubs are available to all students, these can be accessed by all students dependent on the age ranges.
- Detailed risk assessments are completed for students to ensure that they are able to accompany their class on school trips.
- Learning, behavioural and emotional interventions are in place to enable learners to make rapid progress and close gaps in their knowledge base, these include ARROW, Catch Up Literacy and Numeracy, Talk About and Resilient Kids.

#### **4.0 IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

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- The school building is accessible for all students with physical difficulties.
- Students are provided with resources according to their specific needs: For example sensory integration objects for those with proprioceptive needs. The outside areas are accessible to wheelchair users.
- All rooms in the building are accessible to wheelchair users.
- There is disabled parking at the front of the building.
- A disabled toilets are available on every corridor.
- Displays in the school celebrate student achievement.
- Communal places are 'clutter free' to facilitate easy movement.

#### **5.0 IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED STUDENTS**

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- Visual timetables are available for students who require them, these are written by the student and their tutor so that they are highly personalised to the students needs.
- Resources are clearly and simply labelled across the school.
- The school website is easy to navigate, and includes a Student and Parent zone
- According to their needs, students may use filters, coloured paper or large print enabling them to access information more easily.
- Access arrangements are assessed for during year 9 so that additional provision can be identified for GCSE years if it has not already been done so.
- During induction detailed Literacy and numeracy assessment is undergone to highlight the required level of any students learning and the support they require to achieve their best.
- Every students has daily Home/School contact which allow easy communication between tutor and parent.



**APPENDIX 1 - ACCESSIBILITY PLAN**

Parent and Student Voice					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
That Student's and parents are all individually consulted on the way's that they are best supported in accessing our school site, our school community and the learning that takes place within our school.	<p>Initial home visit to every student placed with us by transitions team. The Transitions Team will organise a Home Visit with Parent/Carers. This Visit will be used to complete a Students Views sheet to gather likes and dislikes, discuss any anxiety's or issues and share information about our school with parents/carers. During this visit parents/carers will be provided with our school prospectus, copies of our positive behaviour policy, safeguarding policy, Anti-bullying policy, and ICT policy. During this time Parents/Carers will also be provided with a Medication/medical conditions form and be asked to sign our medication agreement, as well as have opportunity to sign our Photograph permissions form and School day trip permission form. A school visit will also be scheduled.</p> <p>From the information provided at this meeting, the students EHCP (where in place) and any other information received (Medical reports, PEP's, EP reports,</p>	Transitions Team and SENCo	Long Term	New transition process to be in place	Completed but on-going



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	<p>previous school information) the Transitions Lead Teacher and SENCo begins to form an Individual Learning Plan.</p> <p>This information and conversation around best support is then reviewed via termly parent/carer consultations.</p> <p>15.03.2019-A renewed emphasis will be given to student council to enable consultation with our students regarding what they require from the curriculum, with a new student centred curriculum being implemented for September 2019</p>	Headteacher, SLT, Faculty Leads	Long term	Annual Re-launch due to changing cohort	
Establishing a student voice forum via coffee morning monthly in which students can meet with SLT to discuss, wishes, needs and future developments	<p>Diarised slots put in.</p> <p>Individual student invites sent out</p> <p>Link in with student council to advertise as an additional forum</p>	Headteacher, SLT	Long Term	September 2022	Hugely impacted due to Covid bubbles, virtual not always appropriate, Sep 2021 re-launch

Access to the Physical Environment-Statutory					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes



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Signs to be accessible to those with communication and learning difficulties.	Signs needed to be provided in pictorial form to all subject areas within the school	The Senior Leadership Team	Medium-term	June 2018	Action Completed April 2018
Acoustics are improved across the school to enable students with hearing difficulties and sensory difficulties to engage in all learning spaces.	Consideration of soft furnishing use in classroom such as the music room to help improve the echo.	Classroom teachers	Short Term	Immediate Effect	Action
	Purchase of rugs for Porta cabin due to poor acoustics.	SLT	Short Term	April 2018	Completed April 2018
	PE classroom to be used when appropriate for verbal teaching due to poor acoustics in the sports hall.	Classroom Teachers	Short Term	Immediate Effect	Completed April 2018
	Adjustments made to main corridor-dividing put in place to enable communication in the corridor.	Site Manager/Headteacher	Long Term	July 2019	Completed
	Creation of an adequate assembly space to enable all students to engage more easily with assembly.	Site Manager/Headteacher	Long Term	July 2019	On-going moderation, canteen currently identified as best space
	Adjustments to dining room acoustics	Site Manager/Headteacher	Long Term	July 2022	



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December 2018 Baseroom approach to be enabled across the school to ease transitions and enable students to feel confident and secure in their environment	Re-visit of PACE training and support from primary staff to secondary staff on creating a child centred nurturing environment.  Purchase of student chosen resources to facilitate area	Headteacher/SLT	Long Term	July 2019	Base approach established, evaluation on-going
To promote physical health and independence in achieving physical health within our school	Developing individualised PE sessions for female cohort of school on the request of some  To improve external facilities so there is access	SLT  Site Manager-Headteacher	Long Term	September 2022	PE slots allocated- Recruitment of female PE specialist  Currently requisitioning external equipment and Multi court
Re-review of Quiet Space and Secondary Sensory Provision in light of needs of current cohort	Developing of resources to further enrich experience	SLT  Site Manager-Headteacher	Long Term	September 2022	

Insuring Inclusion in the school community



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Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
All students to be enabled to access Hillcrest Shifnal School council directly and indirectly so that student voice can be heard via a student lead forum.	Creation of a Primary and Transitions Student Council due to younger students finding it difficult to access the student council set up of the older students.	Primary Lead	Medium Term	March 2020	Completed First Meeting held Feb 15 <sup>th</sup> 2018
	Both Secondary and Primary. Transition Student Councils to have access points within the school where all students can access the work they are doing and share their views in a manner accessible to them.	SENCo and Pastoral Manager	Medium Term	May 2020	Primary students worked together to create student friendly access point.
	TA support to be utilised to enable Students with Learning Difficulties to access the content of Student Council (1-1 support to be put in place, SENCo support to look at ways to help support communication)	SENCo and Pastoral Manager.	Medium Term	May 2020	





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Access to the Curriculum-Statutory					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
Students/students with SEND have access to appropriate information technology.	Word processing programs made available to students with SEND via laptops. Review of accessibility software with OT advice	SENCO	Medium-Term	September 22	Students/students with SEND have access to appropriate information technology. This may include use of
Students with SPLD to have information presented to them in the manner they are most able to access.	Word processing programs made available to students with SEND via laptops. Staff to be enabled to access student friendly fonts and colours of interactive whiteboards.	SENCo	Medium Term	June 2018	Completed-Guidance given to staff and in use
	SENCo and EP to complete whole school CPD on supporting students with needs such as Dyslexia and Meares-Irlen Syndrome. This is work surrounding precision teaching of spellings patterns/key words and ways of enabling access via the presentation of work	SENCo-Educational Phycologist.	Medium term	May 2019	Completed-Next Steps addedd
	See word attack skills target		Medium term	January 2022	



**ACCESSIBILITY POLICY AND PLAN**  
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<p>December 2019- Establishment of Access and Transitions centre to aid further support in relation to Literacy, Numeracy, Behaviour and Emotional Regulation. Via 1-1 and group based intervention</p>	<p>Staff training in relation to ARROW, Catch Up Literacy, Catch Up Numeracy, ELSA.</p>	<p>SENCo, EP</p>	<p>Long term</p>	<p>December 2019</p>	<p>ARROW, Catch Up literacy and Numeracy training complete and being implemented, repeat assessments due over April to assess outcomes. ELSA training scheduled June 2019-Re-review following changes to procedure December 2020</p>
<p>Improvement of classroom based support to enable the development of reading and writing skills across the whole school curriculum</p>	<p>Whole school development in regards to “Word Attack” skills to support phonological awareness and development</p> <p>Completion of same programme with parents and carers to enable consistency and home support</p>	<p>SENCo EP</p>	<p>Medium Term</p>	<p>December 2020- Completed but next steps</p> <p>September 2022</p>	<p>Training and approach currently being developed</p>



Access to Information and Guidance					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
Promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters for all of the Local Authorities we work with	Links to agencies that can provide additional support made available on school website. And a parents information leaflet to be produced sent home to all parents/carers and available in reception	SENCo and Pastoral Manager	Medium-term	June 2020- Achieved, next steps added  September 2022-Invites to SENDIASS to attend Parent Carer Consultations	March 2019 Change of 2 neighbouring CAMHS services means more work is required here to establish working partnerships with new services etc Bee U-Advice booklet created



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Signpost families without the internet to libraries to access information and the Local Offer, and support accessing additional support and help via the use of our pastoral manager	An 'Information Area' to be developed in school reception.  On-going CIN, TAC, CP work of pastoral manager, and outreach work in relation to CEOP	SENCo and Pastoral Manager	Medium	June 2020	On-going but working effectively
Creation of school prospectus to share information with families, students and carers	SENCo to liaise with Hillcrest Central office and media services to create	SENCo	Long-term	September 2022	Update required due to extension to registration  December 2019  July 2021- Information provided  Delayed due to company changes-on-going work-awaiting drafts



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<p>Creation of school specific website that works separately from Hillcrest Website. This will ease access of information for parent/carers. Enable a higher level of interaction.</p>	<p>Specific working project with media company between Headteacher and SLT. Information already collated for this</p>	<p>Heateacher, SLT</p>	<p>Long-term</p>	<p>March 2022</p>	<p>On-going investigation  Delayed due to company changes-on-going work</p>
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