



ACCESSIBILITY PLAN 2023-24

| Action | Lead Responsible | Identified Budget and any other resources | Target Date | Success Criteria |
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| Ensure that the school estate is fully accessible to wheelchair users and for pupils with limited mobility, including learners with Visual and Hearing Impairments. | Ashid Mahmood | Maintenance Budget: £10,000 | September 2023 | <p>The school's estate is accessible to pupils, staff and parents with mobility needs, and hearing and visual impairments.</p> <ul style="list-style-type: none">- All external paths leading to any of the school entrances are accessible from pavement level with no steps to negotiate for wheelchair users.- There is clear signage externally and internally to aid movement around the building for personnel with visual impairments.- There is a dropped kerb outside both main entrances to the school for wheelchair users and persons with limited mobility to enter school without crossing a trip hazard.- The pedestrian markings on the front car park are wide enough to allow for pupils with wheelchairs to stay within the marked lines.- The tarmac around the front and rear of the building is free from any trip hazards.- Lighting around and inside the building allows learners with visual impairments comfortable movement around the estate.- There are accessible toilets which have additional handrails, a stool and easy to use flush facilities for users of all ability, on every level of the school building, which are monitored on a regular basis.- Each disabled toilet is fitted with an assistance alarm to operate should an individual get into difficulties within the WC facility. The alarm will |

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| | | | | <p>trigger at reception which is manned by reception staff who will notify estates.</p> <p>Lift from ground floor level serves all floors of the building. The building is built up to current DDA Specification as per August 2019 with all operating buttons located at a Height of 1m for access from a wheelchair if required.</p> <p>Throughout all areas of the building there are DDA Compliant Access doors that are accessible with the use of a wheelchair and other movement aids. This is for both access corridors and to classrooms.</p> <p>When the fire alarm is activated, the lifts will be out of use. The individual person will have to make their way to the nearest staircase for refuge and communicate through the green intercom. Estates/Fire Brigade will communicate back to the individual.</p> <p>The school has a full Personal Emergency Evacuation Plan (PEEP) which notes requirements of an individual to assist their evacuation in case of an emergency.</p> <p>Everyone with SEND requirements will have an individual assessment prior to a start date at the school. As part of the meeting this would identify if an individual has a requirement for an adjustable desk, stool and/or chair. This is also applicable in specialist areas such as Science and Technology which include the use of adjustable sinks and lab benches.</p> <p>The SEND area is located on the ground floor close to the main entrance for ease of access during break and lunchtime.</p> <p>Prayers and ablution are also located on the ground floor for ease of access.</p> <p>For pupils with limited mobility, a dedicated entrance is available through the visitors' entrance enhancing accessibility.</p> <p>For pupils with limited mobility, a personalised travel plan is in place to allow them to come onto the car park for daily drop off and pick up.</p> <p>There are designated parking bays for users with a disability.</p> <p>Otherwise, the car park remains a car-free zone for pupils.</p> |
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| | | | | <p>The school is fitted with showers in the Medical Room that can be accessed by individuals with special needs and used either independently or with a supporting carer, should one be assigned.</p> <p>The schools refreshment dining facility is located on the ground floor and can be accessed by anybody with a mobility difficulty.</p> <p>The dining area has tables and chairs that can accommodate the use of a wheelchair.</p> <p>Evacuation Points are available throughout the school with full communication from each position. These are located within a 60 minutes fire and smoke protected area.</p> <p>Multiple fire exits leading to an external escape route that is uninhibited by steps or stairs for ease of escape. Any steps or stairs are in a 60 minutes fire and smoke protected area.</p> <p>The school is fitted with light indicators that are visible in the event of the Fire Alarm Activating for Hearing Impaired individuals</p> <p>The assembly point is located on the playground on a flat hard surface that can be navigated by a wheelchair or mobility aid.</p> <p>Movement around school for pupils in a wheelchair is thoughtfully planned and considered. Pupils are allowed to transition through the corridor 60 seconds prior to the end of the lesson allowing them to transition through quiet corridors.</p> <p>Star Maps for pupils with limited mobility, hearing impairments and visual impairments are in place and distributed to appropriate staff.</p> <p>Staff have been trained on how to overcome barriers in the classroom for pupils with limited mobility and hearing or visual impairments.</p> <p>- The additional classroom on the playground (cabin 1) has wheelchair access provision via a ramp.</p> |
| Ensure the estate remains updated with the latest provision and technology to | Awais Akhtar | Maintenance - £2000 | September 2023 | Sustain visits from Local Authority Advisory Teachers to evaluate estate and make recommendations. |

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| improve accessibility for pupils with disabilities | | | | <ul style="list-style-type: none"> - Continue with and introduce devices to the new Year 7 to use Microsoft Teams, OneNote and Immersive Reader as an aid to assist learners with identified needs. - Any provision is outlined on Star Maps and reviewed by the SENCO, SLT, pupils and parents. - Detailed transition meetings for the incoming year 7 have taken place with the parents at the Primary school and during pupil passport meetings. |
| Emergency evacuation of an individual with a disability or special needs. | Ashid Mahmood | Maintenance - £1000 | September 2023 | <ul style="list-style-type: none"> - The school has a full Personal Emergency Evacuation Plan (PEEP) which notes requirements of an individual to assist their evacuation in case of an emergency. - Sustain weekly fire alarm tests to ensure that the fully intelligent Fire Alarm System is working correctly. - Visual check for fire extinguishers done daily. - Train pupils with limited mobility on the use of 2-hour fire and smoke protected areas. - Fire Evacuation Drills undertaken termly to support with rehearsal of routines and improve practice. - Each location has a clearly marked fire evacuation route showing the safest and quickest exit onto the congregational area. - Annual Full Lockdown practice is undertaken to support with rehearsal and improve on practice – information sheet is present in every classroom. - Comprehensive estates holiday schedule to maintain and uphold the standard of the building. |
| Improved access to Sports for Disabled pupils | Awais Akhtar | PE - £300 | December 2023 | <ul style="list-style-type: none"> - New Equipment (high visibility balls) purchased to ensure inclusivity of provision. - Introduce differentiated activities for pupils with limited mobility. - Assigned support to facilitate with inclusion of activities. - All clubs and activities are adapted to be inclusive of all pupil needs including the Annual Sports Day. |

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| | | | | <ul style="list-style-type: none"> - Parents of pupils with high end disability needs have been DBS cleared so they can accompany their son with sporting fixtures and trips and visits including adventure and sports. - Pupils to be picked up and escorted using the main entrance and the lift. - Pupils with accessibility issues in PE have strategies outlining how their barriers can be overcome on their STAR Maps. - LSAs have also received training on how to best support their pupils during PE lessons and through the Star sport leadership foundation. |
| Develop staff routines to support the effective movement of pupils with disabilities around the school estate. | Ashid Mahmood/ Awais Akhtar | Maintenance - £300 | September 2023 | <ul style="list-style-type: none"> - Staff complete training to understand their roles in supporting pupils with disabilities move around the school estate. - A comprehensive duty rota is in place to always ensure the safety of pupils across the internal and external areas of the school building. - Specified pupils who require specific, distanced monitoring during unstructured time have this provision in place. - An induction of the site took place for all stakeholders including teachers and pupils as part of a staggered return to school in which the effective movement of all pupils including those with disabilities was outlined. - There is a clearly communicated, staggered timetable for lunches and there are clearly identified areas for recreational spaces. Those pupils with SEND also have access to safe zones at break and lunchtime. - Movement around school for pupils in a wheelchair is thoughtfully planned and considered. Pupils are allowed to transition through the corridor 60 seconds prior to the end of the lesson allowing them to transition through quiet corridors. - Routines, transitions and movement around the school are a part of the adaptive strategies on the Star Map. - Pastoral leaders support with transitions, movements and communication to staff. |

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| Improve markings and signage for pupils and staff with visual impairment | Ashid Mahmood | Maintenance £300 | September 2023 | <ul style="list-style-type: none"> - There are yellow markings on pedestrian walkways and crossings. - All signage to be at the appropriate height with contrasting colours resulting in clarity. - Yellow markings around the shoe holder / boxes outside of the prayer hall - The additional car park at the Grand Venue has markings to support pupils and staff with visual impairments. There is also a ramp from the additional car park onto the pavement followed by a pedestrian crossing. |
| Develop and deliver activities to raise awareness of disability rights. | Awais Akhtar | SEN - £1,000 | December 2023 | <ul style="list-style-type: none"> - SENDCO to monitor SEND pupils' equal opportunities across school and hold regular CPD sessions with staff to refine practice. - SENDCO has developed a User Experience Matrix which tracks participation of all pupils against the five leadership foundations: <ul style="list-style-type: none"> Star Sports Star Citizens Star Creative Star Performers Star Futures - Deliver disability-related assemblies aimed at raising awareness of equal rights across pupil cohort. - Ensure there is a transparent selection process for pupil leadership positions enhancing the voice of SEND learners in school through the appropriate forums. - Ensure there is a transparent selection process for pupil participation across all opportunities enhancing the voice of SEND learners in school through the appropriate forums. - There are a combination of trips and visits which are designed to include equal participation of all groups. |
| Improved accessibility to learning and exams for pupils with visual | Awais Akhtar | SEN - £2000 | December 2023 | <ul style="list-style-type: none"> - SEN SLT Link is completing Access Arrangements Assessment qualification. |

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| impairment and dyslexia. | | | | <ul style="list-style-type: none"> - Previous SENCO will support with any access arrangements in the interim. - Digital readers or laptops will need to be procured for pupils to help with easy enlargement of texts. - Pupils have use of laptops with laptop trollies easily accessible across the school. - Pupils with visual impairments who prefer to use writing slopes will have this provision in place. - Introduce and adopt the use of Microsoft Immersive Reader as an aid to assist learners with dyslexia and visual stress which supports the school's ambition to achieve Microsoft Showcase School status. |
| To enhance provision of resources for learners with disability | Awais Akhtar | £5,000 | December 2023 | <ul style="list-style-type: none"> - Training for all staff on supporting pupils with HI, VI & ASD. - Provision of VI and HI equipment for learners with visual or hearing impairment which is routinely serviced. - Weekly planning meeting between the teacher and the LSA to support with the adaptation of resources. - Learners are assigned Learning Support Assistants to ensure work is adequately differentiated and is accessible. Assigned staff receive an induction and coaching programme in the effective support of their assigned learner. - Teachers ensure they meet the requirements for all pupils so that independence and participation is fostered for all. This is done through reviewing the layout of classrooms to support pupil learning in optimum settings. - The speaker system is adequately powered to ensure important messages are heard by learners with hearing impairments across the school estate. - Braille training to be offered to Learning Support Assistants if required. - BSL training to be offered to Learning Support Assistants if required. |

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| | | | | <ul style="list-style-type: none"> - Staff to use new technologies to assist teaching & learning for any new pupil with hearing or visual difficulties. - Pupils with reading difficulties are being provided with resources in an easy to read format or larger print. - Enhanced provisioning would result in the same expectation of achievement for learners with SEND and those with no SEND. - Star Maps are used to identify enhanced provision and resources for learners with disabilities and such provision is reviewed three times in the academic year. |
| Develop bespoke qualifications for learners with complex needs. | Awais Akhtar | £2,000 | December 2023 | <ul style="list-style-type: none"> - Pupils are identified and amendments are made to their timetables. Staff are trained to deliver the relevant qualifications which will focus more on life skills and career development towards individual ambitions. - There will be a 1-to-1 meeting for every SEND pupil with a member of SLT to review the progress made towards targets on the Star Maps, twice an academic year. - Effectiveness is monitored through SEND Deep Dives and representation of SENDCO to attend half termly RAP meetings to measure impact on strategies and progress of SEND learners. |
| Improved accessibility of the curriculum documents on website for visually impaired pupils | Awais Akhtar/Rizwana Mayat | £500 | September 2023 | <ul style="list-style-type: none"> - Curriculum documents on website to be such that their text can be enlarged. - Website Audit takes place at least twice a year by the SBM. |
| Develop effective systems for sharing information on pupil disabilities and medical needs | Awais Akhtar | NIL | September 2023 | <ul style="list-style-type: none"> - Shared space created to share accurate and up-to-date information on pupils' disabilities and medical needs. - Use of Staff CPD Time to update key information on needs of pupils. Medical IHCP's posters are displayed in offices and workrooms across school. - Star Maps are distributed to all staff on a central area which as accessible to all. |

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| | | | | <p>ECM register is updated and shared on a weekly basis.</p> <p>SLT Link meetings with HOY include ALL pupils and relevant information is then shared with SLT and ML at weekly meetings.</p> <p>Use of the Medical Room to store medication and administer as per the Supporting pupils with Medical Conditions Policy.</p> <ul style="list-style-type: none"> - SharePoint and OneDrive are used to ensure that documentation is accessible and collaborative. |
| All out of school activities are planned to ensure the participation of the whole range of pupils | Awais Akhtar | NIL | September 2023 | <p>Trips are accessible to all pupils through planned provision.</p> <p>The User Experience Matrix tracks the participation of all pupils across the five leadership foundations in trips and experiences highlighting those that have not had an opportunity in any given half-term.</p> <ul style="list-style-type: none"> - Parents of pupils with high end disability needs have been DBS cleared so they can accompany their son with sporting fixtures and trips and visits including adventure and sports. |
| To report to LAB re: Raising Awareness about Disability Issues | Awais Akhtar | NIL | September 2023 | <p>Whole school community aware of issues relating to Access monitored by link governor for SEND.</p> <ul style="list-style-type: none"> - There is an update in every termly LAB specifically on SEND as a distinct agenda item. |
| To disseminate information regarding Disability Discrimination Act to relevant staff and allocate buddies for pupils requiring support | Awais Akhtar | NIL | September 2023 | <p>Information sharing in place to mitigate risk and meet needs of pupils.</p> <p>Staff are aware of the relevant policies through the staff handbook which has been shared and is easily accessible.</p> <p>CPD is delivered on understanding the Disability Discrimination Act and how staff can ensure their practice is not discriminatory.</p> <ul style="list-style-type: none"> - A dedicated CPD session on staff inset day delivered by the SENCO allowed staff to fully understand the school's strategy (All Stars Succeed) to meet the Disability Discrimination Act. |
| To have a well-structured transition | Awais Akhtar | NIL | September 2023 | <p>Pupils with SEND have received a tailored induction to new systems that include:</p> |

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| <p>process in place for pupils with SEND</p> | | | <p>Attendance to Annual Review meetings at primary school</p> <p>SENDCO to SENDCO meetings at primary school</p> <p>LSA visit to the primary school.</p> <p>An initial visit to the secondary school with the primary LSA</p> <p>If required, a home visit for high needs pupils.</p> <ul style="list-style-type: none"> - A face to face meeting (pupil passport) takes place between pupil, parents and key staff (LSA, HoY, SENDCO, SLT link, core teachers). - There is a separate induction day for pupils with SEND alongside the local authority whole school transition day. - The following is discussed: <p>Physically show pupils & parents entry and exiting points and other key areas in school.</p> <p>Explain what is different at TIBHS from previous schools and look to mitigate the risks associated without these changes.</p> <p>Substantiate the evidence we currently have regarding previous learning and attainment levels.</p> <p>The new timetable which will be discussed and agreed taking into consideration parental concerns.</p> <p>The new school routine including venues and 'time out' area, if required.</p> <p>Personal strategies that will be implemented upon return to school that are part of a Star Map.</p> <p>Pupil will be informed of any changes to the support staff.</p> <p>Time and frequency of expected parental communication, which is frontloaded with parental contact. The main contact for home will be identified.</p> <p>The pupil's travel arrangements will be confirmed.</p> |
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| | | | <p>Pupils with EHCP will have a permanent LSA. Each LSA will have a backup LSA for the most vulnerable pupils, in case of illness.</p> <p>A fortnightly mid-review will take place, followed by a termly full review.</p> <p>A survey will take place before school opens to see monitor the mental health of the pupil.</p> <p>A SNAP assessment will be conducted to give a baseline, if required.</p> <p>The SENCO does an attendance walk every morning to determine SEND absence.</p> <p>The names of these pupils will be given to the attendance officer to chase up within 10 minutes of register closing.</p> <p>Half-termly QA in the form of learning walks and work scrutiny will monitor quality of work being completed.</p> |
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