

Presdales School



Title	ACCESSIBILITY PLAN
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Committee Responsible	Student Committee
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Enquiries & comments

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AIM	Current good practice	Objectives/Time Frame	Actions to be taken	Person responsible	What will we see in school	Success criteria
All lessons are accessible and challenging to all students	<p>Training for staff on specific learning needs as appropriate</p> <p>Reasonable adjustments to the curriculum and environment to meet the needs of learners</p> <p>Adaptation of the curriculum and lesson content to ensure accessibility for learners</p> <p>“TOP 12” is a focus for all lessons.</p> <p>All information about students’ needs is readily available on SIMS and Edukey</p>	<p>Ongoing, as required</p> <p>Training sessions for staff on specific needs are arranged as required and always ahead of the point of entry of a student with a specific need where staff are not already adept at adaptation and inclusion for this need e.g. Teach Meets about relevant students by SENCo, INSETs on adaptive teaching.</p>	Continue to have all staff training on adaptive teaching and monitor this by learning walks and lesson observations.	SENCO HODS	<p>Staff feel confident in adapting work for individuals with specific needs</p> <p>All students can access the learning and are therefore engaged in their work</p> <p>Staff know their students’ needs and are confident in providing for individual needs e.g., access arrangements, coloured paper or reader software.</p> <p>Resulting in positive student outcomes where any potential gaps due to accessibility are minimal or closed</p>	<p>All students make progress and achieve a minimum of their FFT 20.</p> <p>All students are engaged in their learning and enjoy their lessons because they can access the work and feel appropriately challenged</p> <p>Students are confident and self-assured learners, and their progress is substantial and sustained</p>
All staff to be aware of all the learning and physical needs of the students that they teach or who	Baseline data on SIMS is available to all staff including form staff.	<p>Ongoing, as required</p> <p>At the beginning of each academic year or when a student’s needs change or a new</p>	Baseline data is updated when required and staff are alerted to these changes.	SENCO HODS HOYS	Staff have all the information to help them to plan with appropriate provisions, adaptation and	Lesson observations and learning walks identify quality first teaching and

are in their form groups		student is admitted to the school (responsibility of the HOYs, Data manager and SENCO)			consideration of the curriculum and environment. Resulting in positive student outcomes where any potential gaps due to accessibility are minimal or closed	comprehensive reasonable adjustments across the curriculum. All students make progress and achieve a minimum of their FFT 20 All students are engaged in their learning and enjoy their lessons because they can access the work and feel appropriately challenged
Curriculum offer meets the needs of all students at all Key Stages	Curriculum review: looking at KS3, KS4 and KS5 options Minority of students have alternative pathway including functional skills Maths and English and this is staffed dependent on need. Excellent relationship with HRC and other sixth form colleges to	Medium Term Consideration at curriculum reviews each year	Curriculum review Continued modification of interventions and support in lower school. Continued consideration and modification of curriculum offer in upper school.	SENCO HODS HOYS SLT September 2025	The curriculum offered in years 7-11 meets the needs of all students and prepares them adequately for life beyond school. Personalised curriculum offer following IAGs enables effective post 16 progression.	School results show that all students can meet or exceed their FT 20 in all subjects at all levels.

	improve post 16 option choices.					
Improve accessibility for wheelchair users to all areas of the building	<p>One space available for disabled parking</p> <p>Platform lifts available at some stairs.</p> <p>Site has edges of steps in contrasting colour where needed.</p> <p>Door frames and pillars have been painted in contrasting colours</p> <p>All lessons are timetabled in accessible rooms if needed.</p>	<p>Short term/Medium term</p> <p>Increase the number of designated disabled parking spaces and consider the re-positioning of the spaces for ease of access</p> <p>Investigate the installation of push-button door openers on internal and external doors</p> <p>Continued improvements to footpaths to ensure safety for all</p>	<p>Costing of push button door openers.</p> <p>Re-positioning of disabled car park.</p> <p>Identification of further areas where ramps and handrails could be fitted and allocation of budget for this.</p> <p>Planned use of capital budget to ensure accessibility.</p>	<p>Site Team</p> <p>Trust Board</p> <p>SBM</p> <p>Timetabling Manager</p>	Physical accessibility of the school is improved	Wheelchair access is good in all identified areas
Improve the school environment for people with visual impairment	Reviewed individual needs of visually impaired student with parent and student involvement in order to tailor adjustments to suit their needs.	<p>Short term</p> <p>Continue to improve lighting including review of adequacy of blinds in classrooms.</p>	<p>Complete blinds and lighting review.</p> <p>Audit to make sure signage is appropriate.</p> <p>Further training by SENCO for students with VI</p>	<p>Site Team</p> <p>SBM</p> <p>SENCO</p>	Visual accessibility of the school is improved	Visual accessibility is good in all identified areas

	Completed personal evacuation plans for fire and lockdown procedures.	<p>Continue to improve directional and other signage</p> <p>Ensure staff are fully trained in effective ways of communication with visually impaired students, with support from specialist advisors where appropriate</p>				
To continue to develop an area within the school that support pupils with sensory processing needs with reducing levels of stimulation.	Learning hub is used to support students with sensory needs and EBSA students.	<p>Medium Term</p> <p>To continue to develop a space which can be used to support EBSA pupils and students with sensory processing needs.</p> <p>To provide safe spaces which support engagement in learning and where required re-integration to the school setting.</p> <p>To increase students sense of belonging.</p>	Improve staffing and environment of area.	SENCO Site Team Pastoral Team	<p>Enabling students to feel safe spaces are available and accessible to them when required for regulation.</p> <p>Resulting in positive student outcomes where any potential challenges with engagement due to sensory overload in a school environment are minimal</p>	Increased attendance due to the designated areas to support those EBSA pupils on reduced timetables or reintegrating to the school environment.

