



Bungay High School Accessibility Action Plan 2016-17

Planned Outcome	Current Position	Planned Action	Time Scale	Actioned by	Monitored by
Access to the curriculum					
<p>All students and vulnerable groups have greater access to the curriculum and are able to learn effectively.</p>	<ul style="list-style-type: none"> BHS already caters for students with SEN and disabled children in many areas. The school mainly teaches in mixed ability classes to ensure full inclusion. We screen all Yr 9 students for exam access considerations to enable them to perform to potential in class and in exam situations. Rigorous and supportive transition process to ensure full disclosure and awareness of the needs of all students. Learning and Pastoral Support directories share key information with staff so that they are able to meet the needs of students. Staff in SEN team are trained to screen students for conditions such as Meares Irlen and Dyslexia, processing, reading and spelling difficulties enabling us to plan to meet the needs of students. Online resources, tasks and information via Moodle, Kerboodle and Show my Homework allow students to access the curriculum from home when needed, and to review learning material as needed. New SEND handbook introduced to support staff in planning to meet the needs of students with SEND. All classrooms have access to high quality sound and images. Students have access to assistive technology (e.g. reading pens) and good IT facilities where needed. 	<ul style="list-style-type: none"> Create nominated SEND representatives for each faculty and develop regular SEND forum meetings to ensure that all subject areas consider and plan for increased participation of vulnerable groups and those with disabilities. Develop role of Gateway Group HLTA to ensure all students with disabilities and resultant attendance issues can still access the curriculum. Greater emphasis on training staff to meet the needs of students with SEND through CPD programme Introduction of Pupil Passports for all students with identified SEND giving more detailed information on the strengths, barriers to learning and strategies to support individuals. The needs of students with SEN are part of the performance 	January 2017	Assistant Head, Inclusion	Head teacher
			December 2016	Assistant Head, Inclusion & SEN team	Head teacher
			September 2016	Assistant Head T&L & Inclusion	Head teacher
			November 2016	Assistant Head, Inclusion & SEN team	Head teacher
			Sept 2017	Assistant Head T&L	Associate Head



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	<ul style="list-style-type: none"> TAs support learners in class and with small group or one-to-one intervention to enable students to better meet the needs of the curriculum. Twice Weekly SEN team meetings to ensure information about students is shared appropriately. Peer mentoring systems in place to support students in overcoming social and academic barriers to learning. There is a designated Disability Coordinator who oversees and mentors students with disabilities and liaises with agencies to ensure appropriate support is in place, including appropriate medical training. 	<p>management procedures for 2016-17.</p> <ul style="list-style-type: none"> Action research project to investigate the needs of students at K – how well they are met and what would support them better. 	April 2017	Assistant Head Inclusion and TA team	Head teacher
Access to the wider curriculum					
All students and vulnerable groups have access to extracurricular activities, school trips and after school clubs.	<ul style="list-style-type: none"> Risk assessments are included as part of the school trip approval system. Risk assessments are created for specific needs on an individual basis Students have access to areas where extra-curricular clubs take place, and locations are changed if access is difficult (e.g. if upstairs in English block) 	Consult students with SEN about the sorts of clubs and societies they would like to be provided – create SEND student forum.	July 2017	Assistant Head, Curriculum & Assistant Head, Inclusion	Head teacher
Attitudes and Perceptions					
To promote positive attitudes to disability.	<ul style="list-style-type: none"> Fostered through pastoral and assembly programmes, Early Birds and PSHE. Ongoing training of staff to foster greater understanding of disabilities and how to support members of the school community with disabilities. 	<p>Develop inspirational people visits/assemblies programme.</p> <p>Involve local disability groups in assemblies and visits to school.</p>	December 2016 April 2017	Associate Head/ Assistant Head, Inclusion	Head teacher



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Physical environment of the school						
Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.	<ul style="list-style-type: none"> Main school doors are automatic opening All entrances on school site have access ramps. Cubicles in all toilets for disabled users. Discrete disabled toilets in most faculty areas. Disabled parking spaces available on both sites. Lifts available in Humanities block, Technology/Learning Support and from main reception to the library, music and drama studios. The nature of the buildings mean that it is not possible to have lifts or toilets in the English block (without rebuild). We would adapt the rooming on the timetable to meet the needs of students where necessary and practicable (e.g. students could use kitchen at SLC for practical food technology). We allow students with injuries/disabilities to leave lessons early to avoid crowded corridors (and, if needed, have a 'buddy' to escort). Improved lighting in corridors and classrooms to ensure best possible visibility for all students, including those with visual impairment. 6FC all on one level, enabling access 	<p>Improve access to 6FC for wheelchair users.</p> <p>Install hearing aid loop systems in the reception areas in both the main site and sixth form centre.</p> <p>Purchase portable Loop Systems for use during important meeting where required.</p> <p>Consider training staff in BSL</p> <p>Rolling programme of replacing projectors where needed, to ensure images are clear for students with visual impairment (and others)</p>	<p>December 2016</p> <p>September 2017</p> <p>September 2017</p> <p>September 2017</p>	<p>Business Manager</p> <p>Assistant Head, Inclusion/ Business Manager</p> <p>As above</p> <p>As above</p>	<p>Head teacher</p> <p>Head teacher</p>	
	Access to information					
	To ensure all members of the school community including those with SEND can access all information.	<ul style="list-style-type: none"> All school documents are made available in large print format if requested. Documents are provided to prospective parents/carers with a son/daughter/ward with a disability, in a form that meets their 	Explicit training for teaching staff on improving readability of text for students and other members of the school community.	Sept 16	Assistant Head, Inclusion	Head teacher



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	<p>need, if so requested and it is reasonable to do so.</p> <ul style="list-style-type: none"> • Students with visual stress have appropriate colour overlays and paper provided. • School website has translation buttons allowing students with EAL and their parents to access information in their first language. • All students have access to the School Council to raise concerns and ideas. • SEND Handbook contains information and guidance on improving the readability of text. 	<p>Review readability and accessibility of school policy documents.</p>	<p>Ongoing in policy review cycle</p>	<p>SLT</p>	<p>Head teacher and governors.</p>
<p>The role of the LEA in increasing accessibility</p>					
<p>Impact the County Council has had upon supporting the school</p>	<ul style="list-style-type: none"> • County Inclusive Resource has provided support, training and guidance for staff and students with Autistic Spectrum Disorders. • Dyslexia Outreach have supported students with SpLD to develop strategies and skills which will enable them to access the curriculum more effectively. • School nurse provides support for students and staff in meeting the healthcare and medical needs of students. • Behaviour Support Service has provided support for students with social, emotional and mental health conditions. • CAMHS and social services have provided support and guidance for students with SEMH and their families, as well as guidance for school on how best to meet the needs of these students. • In-year Fair Access Panel has provided support for the school in accessing alternative provision where needed. 				



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<p>Equality of opportunity for staff</p>	<ul style="list-style-type: none"> • Arrangements in place for equality of provision for disabled staff cover recruitment, professional duties, participation in extra-curricular activities & staff development. • Staff wellbeing opportunities available to all. 	<ul style="list-style-type: none"> • Work with Union representative to review attitudes and equality of opportunity for all staff. Staff well-being committee to monitor and review attitudes and equality of opportunity for all staff. • Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of disability. 	<p>September 2017</p>	<p>Associate Head teacher</p>	<p>Head teacher</p>
<p>Monitoring the success of the plan</p>	<ul style="list-style-type: none"> • Monitoring of outcomes for students with SEND against individual targets, prior attainment and national averages. • Stakeholder opinions in Statement reviews • Student questionnaires on attitudes in school, safety and concerns. • Parent view opinions • Lesson observations with focus on inclusive classrooms. • Monitoring of behaviour and attendance 	<ul style="list-style-type: none"> • Set up SEND forum. • Performance management outcomes (Target focused on K) 	<p>July 2017 Sept 2018</p>		