



Prince Albert HIGH SCHOOL



Accessibility Plan

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Prince Albert High School
Accessibility Plan

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1. STARTING POINTS

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover education. Since September 2002, the Board of Trustees has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Academy Committee of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A The purpose and direction of the school's plan: vision and values

We aim to value the individuality of all of our pupils. We are committed to giving each pupil at our schools every opportunity to achieve the highest of standards, to ensure that all pupils are happy, involved and engaged in all areas of the school. We will ensure that every pupil is treated as a special, unique individual who has the potential to shine. We will work together to make sure pupils feel safe, secure, cared for and appreciated for being themselves.

In working towards this, we aim to:

- provide a structured, caring, learning environment, using those experiences which pupils bring to school.
- form positive partnerships between home, school and community.
- prepare pupils for living in a multicultural society and build upon the strengths of cultural diversity.
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social and cultural development.
- to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve.
- prepare pupils for their future role in society developing their knowledge, skills and attitudes.

1B Information from pupil data and school audit

Prince Albert High School is a six form entry secondary school, that is part of the Prince Albert Community Trust. It is a new building catering for 756 pupils, form Y7 to Y10 including a resource base specialising in ASC provision. The school will be full in 2025/26 The school has an experienced Welfare Team who have undergone specialist training in order to fully meet the needs of pupils with SEN and disabilities. Most staff have experience of working with pupils with Special Educational Needs and Disabilities and a range of continuing professional development opportunities are made available to further develop expertise

1C Views of those consulted during the development of the plan

Prince Albert High School actively uses consultation and a working party approach, with an ongoing cycle of consultation for all stakeholders. Specific groups are asked about issues which are pertinent to them. This plan has been written in consultation with parents of pupils with disabilities, staff and external agencies working with the school and pupils.

2. THE MAIN PRIORITIES IN THE SCHOOL PLAN

2A curriculum

2B environment

2C information

See full plan after Section 3B

3. MAKING IT HAPPEN

3A Management, co-ordination and implementation

The School's Accessibility Plan will be presented to the Academy Committee for approval. It is a three year plan that will be reviewed annually by the school Senior Leadership Team.

Progress will be reviewed by considering the following questions:

- have we done what we said we would?
- has it had any impact?

This will be reviewed by the Academy Committee. The Plan will be revised as necessary during its lifetime.

The lead responsibility for the implementation of the plan will be the Head of School, although the Lead Practitioner for Inclusion and SEND and other members of the Senior Leadership Team may have responsibilities, as outlined in the plan. Details of the resources (financial and human) required to successfully carry out the actions are detailed in the plan, along with timescales and will be reflected in the Inclusion action plan and budget plans for site and inclusion.

3b Making the plan available

The School's Accessibility Plan will be available on the website.

Hard copies of the Plan are available on request from the school office.

Accessibility Action Plan

2A Increasing the extent to which disabled pupils can participate in the school curriculum

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Regularly review the individual needs of pupils to ensure they have maximum access to the curriculum.	Ensure that there is a pupil profile containing all information on the pupil which is shared with staff. Develop plans and provision alongside specialist services.	Lead Practitioner for Inclusion and SEND.	November 24	Ongoing	Pupils and parents feel fully supported and involved in their education. 100% of pupils with complex individual needs will have their needs met.	Half termly monitoring by the Lead Practitioner for Inclusion and SEND. Reviewed by DHT.
Ensure that all staff have the necessary training and support to enable them to support pupils with Special Educational Needs and Disabilities so they are fully involved in school life.	ECT training programme. Middle Leader support Training offered termly through PLD offer. In class support for individual staff on request.	Lead Practitioner for SEND & Inclusion	November 24	Ongoing	95% of new staff will demonstrate an increased level of confidence in meeting the needs of pupils with SEND through staff questionnaires.	Monitored informally every fortnight by SLT. Reviewed termly by HoS.
Teachers and Senior Inclusion Support Workers aware of a range of strategies they can use to support the full	PLD sessions to share strategies for the five main areas of need within SEND. Share BCC Ordinarily	Lead Practitioner for SEND DHT	November 24	Ongoing	90% of staff will understand the needs of the children on their SEND register and will have a bank of strategies that they can use to support them.	Monitored by SLT

range of SEND within their class.	<p>available guidance document to support staff in implementing universal and targeted provision.</p> <p>Lead Practitioner for Inclusion to support staff within identified departments.</p> <p>Access to training via PLD offer each term.</p> <p>Fortnightly learning walks.</p> <p>Develop one page profiles for each pupil on the SEN register.</p>				Throughout the year, 90% of strategies suggested by outside agencies will be implemented consistently for a sustained period of time.	
Provide ipad with keyboard for pupils with additional needs if it will enhance access to curriculum.	Liaise with ICT Team to deploy the ipads	Lead Practitioner for SEND & Inclusion Trust Leader for ICT.	November 2024	In place by Feb 25	Identified pupils will have an ipad with keyboard that is made available to them in all lessons where writing is required.	Lead Practitioner for Inclusion & SEND.
For all pupils on the SEND register to have a One Page Profile to ensure their needs are fully met.	<p>All staff to read and start using One Page Profiles for pupils transferring from a PACT primary school.</p> <p>One page profiles to be created for pupils who have transferred from a non PACT primary school.</p> <p>One page profiles for pupils in Y8 upwards to be updated twice a year.</p>	Lead Practitioner for SEND & Inclusion SLT Inclusion Team staff	September 2024	January 2025	All pupils will have a high quality one page profile in place that highlights the key strategies to support their needs.	Lead Practitioner for Inclusion and SEND.
Promote and improve awareness of	Staff to have access to information	Pastoral Leader Lead	Jan 2025	July 2025	All staff will have a good knowledge of ways to support	Welfare Team

ADHD to ensure this is not a barrier to learning and needs are met.	<p>and resources around ADHD and how this presents.</p> <p>Provide access to online training for staff to access.</p> <p>Signpost staff to websites.</p> <p>Use WBN as a method to share information.</p> <p>Provide information weekly or fortnightly to ensure it remains fresh for staff.</p> <p>Offer individual consultations to staff with EP.</p>	Practitioner for SEND & Inclusion			pupils with ADHD.	
Develop ASC resource base provision	<p>Ensure a package of training from CAT is planned and delivered to staff in RB.</p> <p>Visit established RB to gain ideas of best practice.</p>	Lead Practitioner for Inclusion Pastoral Leader RB staff team	Sept 24	July 25	<p>All staff in the RB will understand how to support pupils with Autism effectively.</p> <p>Good Autism strategies will be consistently used in RB, personalised to each child.</p>	Lead Practitioner for Inclusion and SEND

2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Ensure that the resource base has a low arousal environment	<p>Complete an environment walk with CAT staff.</p> <p>Keep environment uncluttered.</p> <p>Set up workstations.</p> <p>Keep walls clear apart</p>	RB staff Lead Practitioner for Inclusion and SEND.	Jan 25	Ongoing	<p>The number of incidents of dysregulation will be minimised.</p> <p>Pupils will feel calm and safe in their environment.</p>	Lead Practitioner for Inclusion & SEND Strategic Leader for Inclusion

	from essential information.					
Develop a new resource base space that will be the permanent base for the 56 pupils.	Identify new space. Work with BCC to agree new fixtures and fittings. Work with Site team to monitor and oversee the work.	Lead Practitioner for Inclusion & SEND Strategic Leader for Inclusion Site Team	April 25	July 26	The resource base pupils will be fully integrated into the school. The new environment will provide a bespoke low arousal space for pupils.	Lead Practitioner for Inclusion & SEND Strategic Leader for Inclusion Director for Welfare
Ensure that the school environment remains as low arousal as possible to support transitions	Maintain clear walls in corridors. Maintain the white and grey theme Allow pupils with sensory needs to move around school at less busy times	Lead Practitioner for Inclusion & SEND Welfare Team Site Team	Jan 25	July 25	Pupils with sensory difficulties and neurodiverse needs will be less anxious and calmer moving around the building. Incidents of dysregulation in the corridor will be minimised.	Welfare Team
Ensure that the PE curriculum is fully accessible including the provision of accessible sports equipment such as lower height basketball hoop	Physical management plans to be shared with PE staff. PDSS training to be offered to PE staff. PDSS individual consultations to be booked for PE staff. Pupils to be consulted on their views around PE.	Lead Practitioner for Inclusion & SEND Head of PE SLT	Jan 25	Ongoing	All pupils will be fully included in PE in line with advice from PDSS.	Lead Practitioner for Inclusion and SEND. SLT
Ensure the lift is serviced outside of school hours.	Site Team to book routine servicing outside of school hours. Procedure to be in place to ensure emergency repairs can be carried out within 48 hours.	Site Team	January 25	Ongoing	90% of list servicing will not disrupt pupils' learning	SLT
Create a personal emergency	Work with Trust Premises	Scott Lewis Kevin Jackman	Sept 24	Ongoing	All pupils with a physical disability will	Site Team Lead Practitioner

evacuation plan for all pupils with a physical disability.	Team to put this in place.	Phil Davis			have a PEEP in place prior to them starting school	for Inclusion and SEND PDSS
Ensure that hoist provision is available at all refuge points on upper floors.	Work with the Trust premises team to put hoist provision in place. Work with specialist teams to get personalised slings for all pupils.	Kevin Jackman Mike Bailey	Dec 24	In place by March 25	All pupils who are unable to self transfer to an evac chair will be able to be safely lifted using a hoist.	Site Team Lead Practitioner for Inclusion and SEND PDSS
Undertake an access audit	Work with PDSS, OT, VI & Premises team to undertake an access audit. Act on areas identified as needing development.	Lead Practitioner for Inclusion Trust business lead for premises. Site Team	Term 2.2	Term 2.2 annually	Accessibility will have been audited and areas for development included in budget bid/action plan for site and school accessibility plan.	Lead Practitioner for Inclusion and SEND Site Team Strategic Leader for Inclusion

2C Improving the delivery of information that is provided to all stakeholders

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
To develop the use of ipads to support access to the curriculum and information.	Work with the ICT Team to determine the most effective tools to use on the ipads to support accessibility. Support staff through training programme. Utilise training available through Apple Teacher and Microsoft office 365 programmes.	Lead Practitioner for Inclusion. SLT Trust ICT Team	Sept 25	July 26	100% children in year 10 will have access to an ipad for all lessons. Pupils in Year 10 will use ipads to support learning in at least 50% of lessons.	Trust ICT Team HoS Trust digital provision leader
Develop welcome pack for new pupils with EAL that includes pictures, visual cues and dual language labels for key information such as school	Lead Practitioner for Inclusion & SEND to work with Inclusion teaching assistants and admin team to develop a welcome pack.	Lead Practitioner for Inclusion and SEND Inclusion TA's SLT Admin Team	Jan 26	July 26	100% of pupils who are new to the country will be supported by a welcome pack from September 2026.	Welfare Team Admin Team

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