



Accessibility Plan

Harlescott Education Centre

Adopted:	March 2020
Reviewed:	September 2024
Next Review:	September 2025
Responsibility:	Catherine Lyth

Aims and Objectives

Harlescott Education Centre

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

Aims	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for students with a disability	Our ability to develop and increase the curriculum opportunities to be inclusive in meeting the needs of all students eg. Students with ASD, ADHD, hearing difficulties, speech difficulties and visual impairment.	LT: Ensure continued robust liaison with outside agencies and our mainstream partner schools to ensure sharing of resources and good practice.	Ensure 'Student History' is completed thoroughly to identify agencies involved with student; make contact to access appropriate support whilst taught at TMBSS.	All teaching staff. Monitored by the Assistant Head (Catherine Lyth) to ensure all Student Histories are completed within the time frame stipulated.	Ongoing.	All students have a 'Student History' in their personal folder. All outside agencies are identified and appropriate support identified.

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<p>Increase access to the curriculum for students with a disability</p>	<p>Using specialist agencies (e.g: BEEU, speech therapists, Educational Psychologists, Occupational Therapists etc.) to investigate and extend opportunities for students with specific needs.</p> <p>Liaising with partner mainstream schools, outside agencies and families throughout the child's placement. Sharing information through our Education Reviews.</p>	<p>LT: Continue to ensure referral paperwork is completed as soon as need is identified and the referral followed up by key member of staff.</p> <p>LT: Invite all agencies to the Education Review meeting so that expertise can be shared.</p>	<p>Staff to complete referral paperwork as necessary.</p> <p>Through the writing of the 'Student History' staff to identify outside agencies with whom the child needs ongoing support. This information to be shared with the administration staff to ensure they are invited to the Education Review.</p>	<p>All teaching staff.</p> <p>Monitored by the Assistant Head (Catherine Lyth) through the Termly Group Review process monitoring if recommendations have been actioned.</p> <p>All teaching staff.</p> <p>Administration staff.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>Recommended referrals are actioned and appropriate advice sought.</p> <p>All professionals are invited to the student's Education Review.</p>

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Increase access to the curriculum for students with a disability	All teachers are made aware of the details of individual needs and disabilities in order to arrange physical learning environments as appropriate (eg. Student with medical conditions) and ensure successful transitions between Harlescott Education Centre and the mainstream settings.	ST: Liaise with the medical professionals in ensuring a smooth transition for the student into a mainstream setting.	Through attendance at Social Care Meetings and Education Reviews ensure all staff are fully equipped with the knowledge to ensure a safe and happy transition for the student.	All teaching staff. Monitored by the Assistant Head (Catherine Lyth).	Ongoing.	Students will have a safe, healthy and successful transition into a mainstream setting.

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<p>Increase access to the curriculum for students with a disability</p>	<p>All students attend educational visits due to thorough risk assessments carried out by key staff to ensure participation for all.</p> <p>The Governors Health and Safety sub-committee have responsibility for the monitoring of the accessibility of the Harlescott Education Centre.</p>	<p>LT: To ensure that educational visits continue to be risk assessed to ensure that reasonable adjustments can be made to ensure all students can participate.</p>	<p>Staff to complete risk assessments as necessary.</p>	<p>All teachers.</p> <p>Risk assessments monitored by the Assistant Head (Catherine Lyth).</p>	<p>Ongoing.</p>	<p>All students attend all educational visits.</p>

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Improve and maintain access to the physical environment	The school manages the existing learning and meeting spaces well ensuring that a meeting room or classroom is available to students and professionals when required through daily briefings to identify need.					

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Improve and maintain access to the physical environment	The TMBSS administration team work alongside the LA Transport Department to organise the transport for students; at times adjustments are made to the guidelines set by the LA to ensure the needs of individuals are best met.		The 'Transport' paperwork is completed by the parents at the time of the Centre visit.	Assistant Head (Catherine Lyth) LA Specialist Transport Department.	Ongoing.	Students are happily transported to and from school each day.

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Improve the delivery of written information to students	<p>Teaching staff consult with specialist services to provide large print of a suitable size for visually impaired students.</p> <p>Due to the small class sizes (maximum of 8 students) the seating position for students with impaired vision and hearing is well managed to benefit the individuals.</p>	<p>LT: Ensure robust liaison with outside agencies (VIS) to ensure sharing of resources and good practice.</p> <p>LT: Ensure staff establish an ethos of mobility so that seating can be rearranged and students moved where necessary to meet the needs of all individuals.</p>	<p>Ensure 'Student History' is completed thoroughly to identify agencies involved with student; make contact to access appropriate support whilst taught at TMBSS.</p> <p>Students moved as and when necessary.</p>	<p>All teaching staff.</p> <p>Monitored by the Assistant Head (Catherine Lyth) to ensure all Student Histories are completed within the time frame stipulated.</p> <p>All teaching staff.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>All students have a 'Student History' in their personal folder.</p> <p>All outside agencies are identified and appropriate support identified.</p> <p>All students with a visual or hearing impairment are seated in a position which gives them the best learning experience.</p>

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<p>Improve the delivery of written information to students</p>	<p>All students starting at Harlescott Education Centre have a visit to Centre with their parents or carers prior to starting school.</p> <p>ICT is used as an alternative method of recording, the IWBs are set at a colour suitable for students with Dyslexia and all information technology can be viewed at larger resolutions.</p>	<p>LT: Where appropriate, other methods of providing written information will be sourced including, if required, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from Teacher or Teaching Assistant.</p>	<p>Students meet key staff and view their new educational setting prior to attending.</p> <p>Student's needs are addressed through the use of alternative methods of recording.</p>	<p>Assistant Head (Catherine Lyth).</p> <p>All teaching staff.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>All students receive a visit the Centre with their parents/carers.</p> <p>Students use alternative methods of recording when necessary.</p>

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Corridor access	Corridor access is wide and clutter free.					
Entrance	The entrance is paved and flat leading in from the tarmac car park. On the car park outside Harlescott Education Centre there is a designated 'yellow hatched area' to accommodate disabled drop offs and parking which is managed by drop down bollards to ensure exclusive TMBSS use. The entrance doors are double doors; both can be opened with ease.					

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Reception Area	Through the main entrance you arrive in the enclosed reception area; the main school is then accessed via a second door. Access is only permitted through both doors with a key fob. The main offices (Administration and SLT) are either side of the second door.					
Toilets	There is one disabled toilet and 2 unisex student toilets to the right of the entrance. There is one staff toilet and 2 unisex toilets to the left of the entrance.					

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Signage	Harlescott Education Centre is very well sign posted from the main road on Featherbed Lane and on entry to the main school car park.					

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Fire Alarms	<p>There are fire alarms in all classrooms and shared areas. These are tested weekly by the caretaker.</p> <p>A fire drill takes place half termly.</p>	<p>LT: To ensure that an individual exit strategy is planned for all students with a physical disability as part of their risk assessment to ensure a safe route out of the building in the case of a fire/emergency.</p>	<p>Through the initial risk assessment identify the student's needs and ability to exit the building in the case of a fire/emergency.</p>	<p>The Assistant Head (Catherine Lyth), the Fire Wardens (Matthew Brown/Kath Nicholas) and all teaching staff.</p>	<p>Ongoing.</p>	<p>Students with a physical disability have an individual fire/emergency exit strategy.</p>
Doors	<p>Doors are compliant with regulations.</p>					

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Emergency escape routes	Emergency escape routes are clear and clutter free.					