
Medina House School
ACCESSIBILITY PLAN –
SELF ASSESSMENT
How inclusive is your setting?

2016

Schools generally want to be fully inclusive, but sometimes are not sure what things need to be considered and may not have much guidance or information.

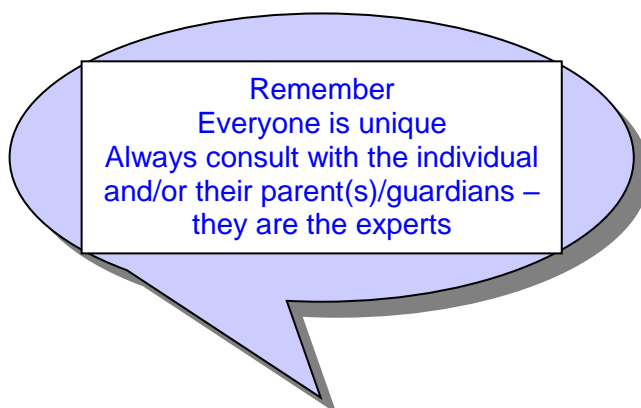
How inclusive are you now?

- Read through the twelve key areas where inclusion needs to be considered
- With your staff and governors discuss and highlight where you are currently within each area – are you in:



How will you become even more inclusive?

- Identify key changes that you can make quickly and easily and take immediate action
- Identify other changes that require greater planning, time and/or resources. Record these actions in a development plan with clear and specific actions, time frames and responsibilities
- Agree with your staff and governors when you will next review your progress e.g. 6 months
- Share your plan with those accessing your school
- ***Remember that the table below are suggestions, they are not prescriptive. They have been prepared as an aid to get you thinking and you can amend and change to suit your own school***



Self assessment – how inclusive is your school?

Date: 20-04-16

	Red	Amber	Green	Super Green
Inclusion/ exclusion	Disabled young people are actively or passively excluded e.g. parents being told that the activity is not suitable	Disabled young people are included, but actively not adapted to optimise involvement Needs of disabled young people not adequately considered or planned for	Disabled young people are included and activity adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	Pro active approach to including disabled young people by all staff Effective inclusion plans in place and in regular use by all staff
Policies & procedures	No recognition of inclusion in policies or procedures	Recognition of inclusion policies in place but no evidence of implementation	All staff aware of and implement inclusion in all policies Staff contribute to reviewing and updating inclusion policies	All staff aware of and actively implement inclusion policies Staff, parents and disabled young people contribute to reviewing and updating inclusion policies
Safeguarding	Safeguarding or child protection policies not in place or up to date Staff unaware of procedures or protocols CRB checks not done for any or many staff	Safeguarding and child protection policies in place, but not universally adhered to Inconsistent staff awareness of procedures and protocols CRB check are completed for some staff	Safeguarding and child protection policies in place, adhered to and regularly updated Staff aware of procedures and protocols CRB checks are completed for all staff Management mindful of safer recruiting legislation School committed to keeping young people safe	Safeguarding and child protection policies in place, actively adhered to and regularly updated, all staff trained to Level 2 Staff aware and adhere to procedures and protocols DBS checks are completed for all staff and are regularly updated All staff mindful of safer recruiting legislation School and all staff are committed to keeping young people safe Key staff (including non class based and site staff) are first aid trained in line with statutory requirements. Policies amended to include Prevent Duty and Risk Assessments and staff training. H/T and SBM attended Safer Recruitment Training April 2016. Development of volunteers' application form planned June 2016.

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Risk management	No recognition of inclusion aspects in risk assessment	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly	Prior to arrival risk assessments are discussed with the disabled young people and their parent(s)/guardians and are managed accordingly	Dynamic individual risk assessments are done for high risk users prior to arrival Standard risk assessments include specifics of working with people both with physical and learning difficulties Strategies are recorded for managing groups with challenging behaviour Regular review and update of risk assessments
Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users No accessible toilets available	Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet available Some doors can be opened independently by wheelchair users	Good access to building or surrounding/outside areas for wheelchair users Room layout provide reasonable to good manoeuvrability Accessible toilets are available Most doors can be opened independently by wheelchair users	All areas are fully accessible for wheelchair users Room layouts provide excellent manoeuvrability Accessible toilets with changing tables and hoists are available All doors can be opened independently by wheelchair users where appropriate. Access to Forest School sites – on and off site
General accessibility	Environment not suitable for physical and sensory difficulties (e.g. no ramps, signage, induction loops)	Some disabled young people's specific physical and sensory needs are met	Most disabled young peoples specific physical and sensory needs are met Visual and aural support available	All disabled young people's specific physical and sensory needs are met Sound absorbing resources, visual and aural support available Appropriate signage throughout facilities eg symbolized Fully functional hearing systems in place where appropriate Provision of accessible outdoor musical instruments for all pupils

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Promotion	No positive images of disabled people or other groups within school promotional materials No mention of site/activity accessibility within promotional materials	Limited images of disabled people within in promotional materials Limited site/activity accessibility information is included within promotional materials Promotional material only available in standard paper format	Some positive images of disabled people within promotional materials Site/activity accessibility information is included within promotional materials Promotional materials available in other formats if requested in advance Concessions available (e.g. Carers go Free Policy)	Many positive images of disabled people within promotional materials Site/activity accessibility information easy to find in promotional materials Promotional materials are presented in an accessible, easy to understand way Promotional materials readily available in other formats Concessions actively promoted (e.g. Carers go free policy) Promotion of disability friendly employer place to work
Community / partnership working	No work with outside agencies (e.g. schools and support workers)	Infrequent working with outside agencies; only when requested by customer or agency	Regularly working with outside agencies to support staff and develop their skills as and when required	Regularly working with many outside agencies to support staff and develop their skills in a proactive manner Empowers staff to share their skills and knowledge with others Signpost parents to outside agencies Widening participation with local schools Example Arts Transition project.

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Participation	School does not seek or take account of feedback from disabled young people or parents Feedback that is provided has no influence on practice or policy School does not liaise with disabled young people or parents	School takes feedback from disabled and of other groups of young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (formal and informal) with disabled young people and parents to identify individual needs	School encourages disabled young people and parents to provide feedback and consult on all aspects of provision There is an organised process for consultation Feedback is used frequently to adapt practice and policy as required Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations)	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods Feedback is constantly used to adapt practice and policy Pro-actively involving disabled young people and parents through regular communication (e.g. home visits and support groups) Provision of accessible outdoor musical instruments for all pupils Coordinated and active approach to Outreach service to other schools.
Staff training /approachability	Staff receive no disability awareness training	Some staff receive disability awareness training Staff generally display a positive attitude towards inclusion	All staff receive disability awareness training Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement	Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending Staff are friendly and approachable and work towards finding positive solutions before issues arise All staff are regularly trained and certificates are kept up to date
Communication / visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props)	Inconsistent use of visual support, used only as a resource for individual young people Staff have limited awareness of alternative communication systems available	Consistently, clearly labelled and well presented use of visual support Makaton available and used during sessions Staff have good knowledge of alternative communication systems available	Range of visual support in place (variety of visual aids resources available and used) Evidence of signing environment Staff have excellent knowledge of alternative communication systems available Environment adapted to suit child's needs e.g. low distraction areas

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Autism/Asperger's awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD)	Staff have some awareness of ASD	Some staff have received ASD awareness training Staff use a variety of approaches to meet the needs of young people with ASD Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities	All key staff have received ASD awareness training Activities delivered in a way that considers different users specific needs Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals
Positive Handling Training	All staff have some awareness of positive handling.	All staff have some knowledge of positive management.	All staff have some training in positive handling.	All staff are Team-Teach trained and receive regular refresher courses 2 Team-teach instructors in house. Staff trained in MAYBO which is cascaded to staff in other schools as requested.
MAKATON / PECS	All staff have some awareness of alternative communication.	All staff have some knowledge of alternative communication.	All staff have some training in alternative communication. Staff use a variety of approaches to meet the needs of pupils with communication difficulties.	All key staff are trained in alternative communication Speech assistant role created to carry out 1:1 sessions with individual pupils and to run language groups, Makaton groups and emotional literacy groups across school.

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Training to include – manual handling	All staff have some awareness of manual handling.	All staff have some knowledge of manual handling.	Key staff have some training in manual handling.	<p>All staff are trained to ensure that appropriate methods are used to ensure the safety of the pupils when lifting and moving them –including hoist training.</p> <p>Moving children safely trainers in house providing Island wide training.</p> <p>Physio assistant role in new staffing structure to support class teams.</p>

1 Related Documents

- Single Equality Policy
- Guidance on equality, Diversity and Governance
- Equality Impact Assessment timetable
- School Improvement Plan
- Lifting and Handling Policy
- Personal Care Policy
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2 Appendix

2.1 Glossary of Terms

<ul style="list-style-type: none">• ASD• Makaton••••••••••	<p>Autistic Spectrum Disorder</p> <p>Language programme using signs and symbols to help people communicate</p>
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