



ACCESS DEVELOPMENT PLAN



This development plan supports the school's commitment to accessibility and our accessibility policy. Our mission is to take appropriate actions to ensure we prevent and remove barriers to accessing our school and curriculum in a planned and timely manner. We aim to maximise accessibility.

Access Plan in line with the Disability Discrimination Act 2005 2022-2024



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>1. Our school offers a differentiated curriculum for all pupils</p>	<p>1. Ensure the differentiated Curriculum is accessible via the website</p>	<p>1. BDo to maintain and update. LHy to carry out half termly audits to ensure policy/data/info reflects current practice</p>	<p>BDo LHy</p>	<p>Ongoing by BDo</p>	<p>1. Website to be kept up to date and informative, celebrating the good practice and vision in place.</p>
	<p>2. We use resources tailored to the needs of pupils who require support to access the curriculum</p>	<p>2. Ensure new staff, through their induction are aware of their duty to ensure resources are tailored. Add section into the induction programme.</p>	<p>2. LHy, DMa, MPe to ensure the induction policy and programme includes an accessibility section. Objectives of Access Plan shared with all staff.</p>	<p>LHy, DMa, MPe</p>	<p>Dec 2022</p>	<p>2. When induction raises awareness of the accessibility needs of young people .New Signpost mat has also been introduced</p>
	<p>3. Curriculum resources include examples of people with disabilities</p>	<p>3. To carry out an audit to measure accessibility and equality</p>	<p>3. LHy to create the audit format. Use twilight session to discuss accessibility/carry out audit/analyse data and action</p>	<p>LHy, DMa, BDo</p>	<p>JULY 2023</p>	<p>3. When audit is being used to ensure resources reflect accessibility needs.</p>
	<p>4. Curriculum progress is tracked for all pupils across curriculum subjects and IEPs</p>	<p>4. To track the progress made by those considered to have a disability and compare results against those considered not to have a disability</p>	<p>4. BDo to track the progress made by those considered to have a disability across English and Maths and compare results against those considered not to have a disability and publish through the Data Analysis Booklet.</p>	<p>BDo & LDe</p>	<p>Annually September 22 – Dec 22 September 23 – Dec 23 September 24 – Dec 24</p>	<p>4. When data is available and staff awareness is reflected through their planning. Comparison made and possible trends sought through Analysis 2022/2024</p>
	<p>5. Targets are set effectively and are appropriate for pupils</p>	<p>5a Continue to set individual targets. Learning Coordinator to work closely with teachers and tutors to ensure targets are challenging and smart. 5b Seek External Accreditation to challenge and promote effective targets such as the SEND Award. 5c Analyse IEP/signpost/curriculum assessment data to ensure targets set and strategy are leading to the expected of higher progress we expect-making changes where necessary</p>	<p>5a Education Model to show the expectation for teachers and tutors to liaise with Learning Coordinator and Therapists prior to target setting and establishing pedagogy. Share with staff via training. 5b Commit to SEND Award. 5c Analyse effectiveness of targets and report using Bridging the Gap.</p>	<p>BDo & LDe LDe & BDo</p>	<p>July 2023 September 2023 – June 2024 Sept 2022 - Dec 2022 Sept 2023 – Dec 2023</p>	<p>5a Individual targets are set and fully embedded within curriculum offer (Signposting/IEP) leading to progress and achievement of skills and knowledge in line with the vision. When staff are consulting with the Learning Coordinator and therapists to ensure targets set are supporting each individual learner to achieve well. 5b Where target setting is being appropriately challenged by external specialists. 5c When impact is measured and reflected on and used reset appropriate targets or tweak strategy.</p>

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	<p>6. The curriculum is reviewed to ensure it meets the needs of all pupils continuing to stretch all learners, adapting to incoming learners, particularly those higher functioning young people as recommended by OFSTED.</p> <p>7a Ensure learners who may be moving on to another provision in the near future, are provided with every opportunity to prepare them for a successful transition.</p> <p>7b For those learners who may be returning back to a mainstream provision, establish the barriers to success and plan to reduce these. Act / adapt our provision / curriculum offer to ensure the learner is given every possible chance to be successful. Through doing this we will be better informed and therefore are more likely to achieve success.</p> <p>8a Life skills classroom enables Food Technology to take place but the facilities do not provide young people with access to hobs and cookers. This limits some with opportunities to develop their independent living skills and depth of knowledge and skills.</p>	<p>6 Audit our curriculum offer for learners of all abilities. Ensure our offer provides opportunities for real life learning, access to the community, appropriate qualifications, Ensure mapping provides opportunities for knowledge development across all bands as well as skills.</p> <p>7a Create a transition team which has staff from across school, care and therapy. Transition Meetings to inform transition planning, coordinated by named staff.</p> <p>7b Provide opportunities for such learners to meet/work alongside young people they are likely to be placed with and given the support required to be successful. Address the difficulties they encounter. Give them opportunity to access real life situations but provide them with support. Turn each difficult situation into an opportunity to reflect and learn.</p> <p>8a Continue to ensure the curriculum is accessible to all. Create a purposeful food technology suite to enable each learner to have their own work area to promote deeper understanding and development of skills – real life learning and next door to the independent suite (The Lounge)</p>	<p>6 BDo, DMA, LDe, MPe, RHa to audit the Curriculum offer for all learners. Review mapping, timetables, roles and groupings if necessary. BDo to introduce a higher ability class group with learners from a range of tutor groups. Introduce Entry Level Certificates in English and Maths, (Entry1/2/3) to our repertoire of qualifications. Non-Core subjects to also be offered to this group of learners as stand-alone subjects as well as through an integrated approach to deepen understanding.</p> <p>7a BDo to appoint team. Job descriptions will be updated. All transitions will be written and authorized by SLT.</p> <p>7b Suitable alternative placements or/and work experience placements to be sought to offer opportunities for learners to work alongside similar young people. Alternative Providers audits to be carried out in preparation. This will offer opportunities to socially interact taking them outside of the bubble, Overley provides, given the complex learners we accommodate. Support the learners with a consistent teaching assistant they trust.</p> <p>8a Convert underused Workshop into kitchen (Budget/Design/Plan/Fit/Resource). This and the lounge will be known as the Independent Living Suite. (ILS).Add to timetable Ensure the facility is used and learners are supported to transition to the ILS. Ensure Curriculum Mapping for D & T will offer will ensure learners develop their knowledge and skills.</p>	<p>ABr, LTh, BDo, MBa, DNo (SMT)</p> <p>BDo</p> <p>BDo</p> <p>BDo</p> <p>BDo</p> <p>BDo & DMA</p> <p>BDo & DMA</p> <p>SMT</p> <p>BDo, DMA, MPe, CMc</p> <p>BDo</p>	<p>Sept 2024 - Dec 2024</p> <p>Sept 23</p> <p>Sept 23</p> <p>Sept 23</p> <p>Sept 24</p> <p>Jan 23</p> <p>Sept 23 – Dec 23</p> <p>Jan 2023</p> <p>July 2023</p> <p>July 2023</p>	<p>6 All learners will be given opportunity to maximise their outcomes and depth of knowledge and skills. More able learners will be suitably challenged to reach their full potential.</p> <p>7a Success will be when plans for transitions are consistently written by a dedicated team of staff. When the holistic needs of the young person are being considered and planned for to ensure a successful transition by an array of practitioners who know the young person well.</p> <p>7b Success will be when we are able to adapt our provision offer to better prepare young people for the next stages of their life.</p> <p>Success will be when learners are able to work as independently as possible in a facility which is spacious and purposeful built for cooking and the development of life skills and independent learning. An environment which is going to further develop vocational skills and in the vicinity of the garden/allotment/farm shop and lounge.</p>
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<p>8b The Coach House creates a good space for developing hospitality skills, but the environment does not offer a kitchen and a fixed comfortable seating area for a small number of guests. It does not offer a good environment for developing hospitality skills, social interactive skills and independent living skills</p> <p>8c Ensure Farm Shop is accessible via wheelchair.</p> <p>9a Extend facilities to further provided opportunities for physical movement/exercise for all young people, staff and visitors with a disability</p> <p>9b To adapt facilities to further enhance our sensory experiences to meet the needs of all learners, staff and visitors with a disability.</p>	<p>8b Further develop the use of the Farm Shop, as a venue for young people to host/run café experiences. These experiences will be for learners, parents and staff as scheduled.</p> <p>8c Pathway to be laid between coach House and Farm Shop leading to a disabled parking space in the carpark. It is currently all gravel.</p> <p>9a To build a pool and gym (wellbeing centre) close to and accessible from the main school building</p> <p>9b Refurb our existing two roomed sensory Lodge with furnishing & fittings that are fit for purpose extending our sensory offer.</p>	<p>8b Vision shared with staff, learners and staff from across care, adults, admin, SMT</p> <ul style="list-style-type: none"> - Furnish to fit purpose - Timetable <p>Discuss with SMT</p> <p>9a Work alongside SMT to ensure within the development of the provision, a small water facility, which is cost effective, and a small gym are incorporated.</p> <p>9b Budget. Create a working group which includes our Occupational Therapist to plan, redesign the Sensory Lodge; seek advice from specialist providers/network similar provisions. Get three quotes.</p>	<p>SMT EMT</p> <p>SMT</p> <p>BDo & SMT</p> <p>BDo & SMT OT Working Group Coordinated by LDe</p>	<p>Sept 23- July 24</p> <p>Commence building July 2024</p> <p>Other developments have taken priority such as wheelchair and less undulating access to the school and new roof for school (2022/2023)</p>	<p>Success will be when learners have a purpose built space to host hospitality events. Where the space provides opportunities to experience a variety of hospitality roles. A space/activity which is a vehicle for learning for a range of subjects.</p> <p>9a Success will be when our learners physical and mental health needs are being better supported by having an onsite water facility and gym which they can be timetabled to access of can use it as and when they need to for regulation purposes.</p> <p>9b Success will be when the facility is being timetabled but also being used to help those learners who need a sensory experience to help them regulate which in turn will better enable access to the curriculum.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>11 The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ✚ Ramps ✚ School has no steps leading to entrance nor exits ✚ Corridor width ✚ Disabled parking bays ✚ Disabled toilets and changing facilities ✚ Library shelves at wheelchair-accessible height ✚ Vehicle available to transport those with physical disability around the grounds and between buildings. ✚ Hand rails and lowered sinks available <ul style="list-style-type: none"> ✚ Lighting is available along pathways and walkways. 	<p>To consider replacing the gravel leading to the school main door with a wheelchair friendly and for those who benefit from a smooth surface.</p> <p>To also consider the gravelled carpark near the farm shop and Tweet Street to reduce the undulating surfaces.</p> <p>Disabled access between the Coach House and the Independent Living Suite.</p> <p>Disabled access from the Coach House to the Farm Shop and from Farm Shop Car Park to the Farm Shop.</p>	<p>BDo to take to Business Planning Meeting</p> <p>LHy to address through SAS to discuss</p>	<p>BDo</p> <p>LHy</p>	<p>Dec 2024</p>	<p>Success will be when wheel chairs can access school without going through the Children's Home. When surfaces are less undulating.</p> <p>New path with smooth surface has been built and is accessible</p> <p>Sept 2022</p> <p>Dee to take to H & S Considering accessibility to productions</p> <p>Creating a physical disability area with access to toilets near farm shop</p> <p>Think about capacity</p> <p>Introduced greater access to outdoor instructor</p> <p>Use things such as golf buggy to better access the grounds and cope with transitions</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ✚ Internal signage ✚ Large print resources ✚ Induction loops ✚ Pictorial or symbolic representations ✚ Total Communication Tools 	<p>To continue working closely with SLT and OT to ensure best possible outcomes linked to communication. To track communication data to recognise weaknesses or areas to further develop.</p>	<p>BDo or MBa or DMA to attend Clinical Governance meetings appropriate strategies are in place and evaluated to maximize outcomes.</p> <p>To track communication data to recognise weaknesses or areas to further develop.</p>	<p>BDo, MBa, DMA</p> <p>RHa, CMc</p>	<p>July 2023</p>	<p>All children are progressing with communication and when data shows progress within the 'above' or above and beyond' section of our banded assessment we will have excelled In place and is now actively measured and analysed to track progress</p> <p>Training Talking Mats Measuring our impact</p>

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<p>To situate Education only Day Medical Surgery in a closer, more accessible location for ease of access. To ensure the highest possible standards.</p>	<p>Relocate the surgery for Day-only, non-residential students into the main site of the school.</p> <ul style="list-style-type: none"> Close to toilet facilities In purpose built room which has sole purpose In line with ISS Make friendly and inviting using appropriate labelling <p>Ensure auditing of medication is secure both for day only learners but also for residential learners</p>	<p>Identify location</p> <p>Discuss with SAS Board</p> <p>Construct</p> <p>Update Medication Policy and First Aid Policy</p> <p>Communicate the vision and expectations with staff and in newsletter to stakeholders</p>	<p>Audit the surgery, monitoring its storage, administering, recording and disposal procedures</p> <p>Monitoring the facility and ensuring it is fit for purpose</p> <p>Ensure we have specialist staff (x2) who can stand in for our Designated Medication Lead MPE in her absence and in support of her. In addition to the First Aid training, Advanced training plus stringent competency training, one person from each tutor group to undertake further medication training alongside two further designated people to administer medication.</p>	<p>BDo, DMA, MPE</p>	<p>Surgery relocation by Dec 2022</p> <p>Create Policy</p> <p>Training to provide further guidance on how to instruct and monitor competency and ensuring auditing ensures effective implementation of policy and procedure</p> <p>MPE to book</p> <p>Audits to be commenced in school for day students in September 2023 and for residential students by March 2024.</p> <p>Fit school Surgery with Meds Cabinet, Fridge and heater</p>	<p>When there is a day surgery situated within the main school building. When it is fully functioning with effective policy and procedure ensuring the safe storage, administration, recording and disposal procedures in place. When we have three designated people for medication. When auditing provides assurances of the effective implementation of policy and procedure.</p> <p>Surgery in the process of being moved – due to complete September 2023 for day students to use.</p> <p>Audit identified MPE and KJo to undertake further advanced Medication Training PLUS one person from each class group</p> <p>Success will be when learners are aware of the surgery and understanding to the best of their ability the purpose of the surgery and that their understanding has been supported in the most appropriate way (Social Story, Puppets/objects, Comic strip Conversation)</p>
<p>To ensure the individual needs of incoming (new) learners receive the best possible access to the curriculum in terms of EHCP expectations and to ensure the school systems are introduced either prior to arrival or soon after entry to the school.</p>	<p>To have a number of documents available to young people to help them transition into Overley Hall School. To prepare well for incoming learners.</p>	<p>Create a Learner friendly Prospectus, Transition Plan and Induction Plan to introduce children to Overley Hall School.</p> <p>Ensure the therapy lead is part of preplacement planning sessions.</p> <p>Auditing is carried out during Post Admission Period to ensure EHCP is being adhered to or in excess of.</p>	<p>This outcome will be managed and overseen through the following domains:</p> <ul style="list-style-type: none"> DSL meetings Clinical Governance Meetings School Improvement Meetings SAS Board Meetings 	<p>BDo DMA LDe RHa MPE LHy</p>	<p>A system is fully in place and being implemented for entries to the school by April 2023</p>	<p>Success will be when there is a process and system in place which ensures young people are having their needs met in our curriculum offer (or exceeding) following admission to the school.</p> <p>Success will be when learners have experienced systems to support their safety during transition and during the settling in period</p>

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<p>Ensure we appoint a team of staff who are trained to the highest level in administering medication, who will share the Designated Medication Officer role.</p>	<p>Appoint a team of medication specialists</p>	<p>Create a job description.</p> <p>Add in an incremental pay rise, once in position.</p> <p>Interview to ensure staff are able and clear on expectations.</p> <p>Have half termly meetings with team to ensure systems are running smoothly with no confusion</p>	<p>Ask for volunteers</p> <p>Liaise with Bursar</p> <p>DMA, BDo, LTh</p> <p>BDO to organise</p>	<p>BDo</p>	<p>March 2024</p>	<p>Success will be when we have a dedicated team of specialist staff from who we can rely on for informed guidance.</p> <p>This team can support the head Teacher to ensure standards are high and implemented at all times.</p> <p>Seek advice about replacing Mart Barber who was a Mental Health Nurse now he has so sadly passed away.</p>
<p>Investigate adding a second floor to the school or an extension to the school building to ensure all existing young people have the space they require to be able to fully access the curriculum and to extend provision for four more students.</p>	<p>We currently have a fully functional school, maintained to a very good standard but I feel we could do with additional space for:</p> <ul style="list-style-type: none"> Further classroom availability Transition rooms Assessment rooms Therapy (1:1) Office space <p>Room dedicated to assemblies / drama</p> <ul style="list-style-type: none"> Additional toilets <p>Changing and shower facilities for PE</p>	<p>Propose adding a second floor to the school to the SMT</p>	<p>Create a proposal for SMT</p> <p>Work with an architect</p>	<p>BDo SMT EMT</p>	<p>Feb 2023</p>	<p>When fully discussed and a plan of action is in place</p> <p>When we are in a position to apply for extending number of placements to 28.</p>
<p>Broaden the choice of foods consumed by young people who self-restrict</p>	<p>Those young people who have very restricted diets are encouraged to try new foods at meal times and as part of the PSHE Curriculum. Our efforts are often carried out ad hoc and our impact is not particularly closely monitored and measured. It is not synchronised at present.</p>	<p>Propose creating a synchronised, plan for each young person who requires such a plan.</p>	<p>Assemble a working group</p> <p>Using the CAPS format, create individualised plans to systematically broaden the variety of foods</p> <p>Follow the plan consistently</p> <p>Use CAPS assessment to measure impact</p>	<p>OT</p> <p>Working Group</p> <p>Involve parents</p>	<p>March 2024</p>	<p>Success will be when each young person who self-restricts the foods they consume has a detailed SMART/ Autistic ally friendly Feeding Plan. When staff and parents are following the agreed plan consistently.</p>
<p>Evaluated Jan 2024. Next review due April 2024.</p>						

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