The California Drive Accessibility Plan

Plan Agreed: February 2024
Plan Review: September 2026

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Equality Act Identifies a disability as follows:

“A person who has a physical or mental impairment that has a substantial or long-term negative effect on your ability to do a normal daily activity.”

The definition is broad and includes children with a wide range of impairments including any learning needs, Dyslexia, Dyspraxia, Autism, ADHD, Downs Syndrome, diabetes, epilepsy and Speech, Language and Communication needs. Where their impairment has an adverse, long term and substantial impact on carrying out day-to-day activities.

The Accessibility Plan is divided into the following areas:

1. Physical Facilities
2. Provision Curriculum
3. Support Services
4. Communication of information

Physical Facilities

Identifying Barriers

- All staff to be aware of PEEP and Emergency procedures
- Safe environment where SEND pupils can access due to complex / individual needs
- Reducing the amount of time SEND pupils spend out of the learning environment
- Needs of pupils identified when enrolled at California Drive through referral process – medical needs identified

Overview of Provision

- This is a provision for the MAT
- Emergency Evacuation Plans created and include Lockdown and Invacuation Plans
- Drop down curb and ramp for access
- Fire Wardens appointed
- Accessible toilet
- Break out spaces
- Medical area located in reception
- Defibrillator situated on outside of building
- Appropriate furniture and areas large enough to accommodate pupils who use wheelchairs
- Training of key staff in Positive Handling and De-escalation techniques
- Development of ‘Sensory Spaces’

Objectives for Future

- Displays to be created to support social communication difficulties and learning needs
- Ongoing SENCO liaison with California Drive staff on PEEP procedures and specific medical training for any pupils with complex medical conditions

Monitoring

• Monitored by SEND Teams in MAT, SLT, AEC and Accord Trust COO.

Provision Curriculum

Identifying Barriers

- California team having time together to create resources and strategies to remove barriers to learning
- Ensure all SEND pupils can access learning
- Increase the confidence of staff in provision for pupils with SEND

Overview of Provision

- Clear curriculum plan, accessible to all
- IT procured to support learning
- Provision Mapping data linked to Intervention Referrals to track pupils
- Entry and Exit Procedures to include baseline testing and highlighting any additional assessment required to support need
- Personalised Learning Mentor allocated to each pupil
- All transfer meetings conducted regarding EHCPs
- Designated keyworker for physio and toileting needs where required.
- OPP system including communication with staff and feedback
- All SEND information is added to Bromcom / CPOMs in all Main Academies to ensure information is easily accessible to staff
- Accord Academy classroom structure – no hands up policy and collaborative learning

Objectives for Future

- Develop team so they become SEND experts to support pupils with specific needs
- SENCO deliver training on complex needs pupils to California staff as part of ongoing MAT CPD programme
- SENCo input into curriculum for SEND pupils at California Drive

Monitoring

- Monitored by SEND Teams, SLT, AEC and Academy Improvement Advisor

Support Services

Identifying Barriers

- Use of Horbury and Ossett Educational Psychologists and CIAT team for identified pupils
- Access to Counselling (Kooth, Primary Practitioner etc)
- Identify interventions in collaboration with SEN HUBs
- Ensuring all staff effectively recognise and raise concerns about barriers to learning

Overview of Provision

- Use Academy One Page Profiles (OPP), My Support Plans (MSPs) and Educational Health Care Plans (EHCPs) to follow at California Drive
- Recommendations given to staff from outside agencies
- SEND policies adhered to in use across Accord
- Evaluated impact of support and interventions
- Designated First Aider and medical area
- EpiPen. Asthma, epilepsy training for staff
- Purchase of wheelchair for First Aid use
- Defibrillator situated on outside of building
- Emergency inhaler kit
- 2 asthma packs which can be used for emergency use during the day
- 2 First Aid kits to be used for emergency use during the day
- 1 EpiPen to be used for emergency use during the day
- Trained specific staff in using VNS (Magnet treatment for epilepsy)
- Positive Handling training of key staff
- Planning meetings with external agencies

Objectives for Future

- Develop role of Receptionist to meet needs of individuals with specific medical needs and on a care plan
- Map and deliver training sessions for staff
- Staff trained on SEND reforms and latest guidance

Monitoring

- Monitored by AEC and SEND Teams

Identifying Barriers

Communication of Information

- Review information to parents/carers to ensure it is accessible as required
- California Staff communication with Main Academy in relation to SEND pupils
- Transfer of resources and key information between Academy and California Drive

Overview of Provision

- Proactive parent contact by Academy SENCo
- Progress evidence for OPP, MSP and EHCP pupils, analysed with actions
- Share content of support and strategies with California staff
- Clear Entry and Exit procedures
- Data and information sharing and recording using Bromcom and CPOMs from main Academy
- Use of MCAS and Bromcom across Trust

Objectives for Future

- Parent/Carer open days at California Drive

Monitoring

- Monitored by SEND Teams across Accord

Accord
MULTI ACADEMY TRUST