



PENN HALL SCHOOL DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN

2007– 2010

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PENN HALL SCHOOL

DISABILITY EQUALITY SCHEME 2007 – 2010

SUMMARY

- The Disability Discrimination Act 2005 requires schools to:
 - Eliminate discrimination
 - Eliminate harassment related to a disability
 - Promote equality of opportunity between disabled and non-disabled people
 - Promote positive attitudes towards disabled people
 - Encourage participation in public life by disabled people
 - Take steps to meet disabled people's needs, even if this means treating disabled people more favourably than non-disabled people

A requirement of this act is that we write a Disability Equality Scheme, which means we are obliged to consult disabled people who might use the school – students, parents/carers and community users. This is to make sure we are not creating barriers preventing disabled people from taking a full part in the life of the school.

This consultation process was duly undertaken with over 200 questionnaires sent out to staff, Governors, parents and school users from the community. The response was extremely limited, with very few issues of concern raised. This may be due to a number of reasons. Firstly, as a school, we already undergo a continuing programme of review with pupils, staff and other users, who have the opportunity to inform us of any access, inclusion or disability issues. Secondly, as a school that caters for pupils with physical disabilities we have a fully accessible site and have a wide experience of catering for the needs of those with disabilities.

However, this did not prevent the school from formulating an action plan for our Disability Equality Scheme and a renewed Accessibility Plan that addresses curriculum, environment and information issues. Many of the actions planned are as a direct result of consultation with the pupils through the Student Council.

Both the Disability Equality Scheme and the Accessibility Plan are available on the school website and in hard copy, by request, from the school office. Each will be subject to annual review which again will be reported upon on the school website. Additionally, there is an opportunity for anyone connected to the school to offer their opinion of any disability or access issue via an E-response form on the website.

Every effort will continue to be made to make Penn Hall School a safe, accessible and welcoming place for all attend, visit or work there.

Penn Hall School Disability Equality Scheme 2007-2010

Section 1: Starting Points

1.1 Vision and values

At Penn Hall School we are committed to ensuring that all pupils have equal entitlement to education and opportunities, as stated in the School's SEN policy. Our School endeavours to make each day an enjoyable and challenging experience for all its pupils and actively supports the principles of 'Access for All' and 'Every Child Matters'. The School recognises the work which is still required to enable people with disabilities to be fully accepted in society. It hopes to give each pupil the skills to make the changes which will bring this about and above all enable each pupil to live with dignity in the way that they choose. The School's Mission statement is to 'provide a high quality and relevant education for all its pupils within a caring and trusting environment'

The School buildings are designed to cater for pupils with a range of physical disabilities. Therefore, physical access around the school generally is very good, with disabled parking bays, ramped access, adult and children's disabled toilets already in place. The inclusive ethos of the school extends to all users including staff, governors and the wider community who use the Penn Hall.

- The Disability Discrimination Act 2005 requires schools to:
 - Eliminate discrimination
 - Eliminate harassment related to a disability
 - Promote equality of opportunity between disabled and non-disabled people
 - Promote positive attitudes towards disabled people
 - Encourage participation in public life by disabled people
 - Take steps to meet disabled people's needs, even if this means treating disabled people more favourably than non-disabled people

- Penn Hall School supports Wolverhampton Local Authority's (LA) commitment to promoting disability equality, based on the belief that we need to move towards a more inclusive approach towards delivering services to members of our diverse community by embracing difference, tolerance and the valuing of all people.

- The social model of disability is the belief that the poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable consequence of their impairment or of medical problems, but is often the result of barriers in their environment or in people's attitudes or behaviour. Penn Hall School recognises that its duty to promote disability equality will be enhanced by using the social model approach.
- Penn Hall School supports Wolverhampton Local Authority's (LA) commitment to the promotion of educational and social inclusion and the values of interdependence and community, seeking to fulfil this vision by:
 - Valuing the contribution of all individuals and groups in the community
 - Recognising that diversity is an asset
 - Ensuring that access and opportunities are equally available to everyone
 - Taking steps to involve all people connected to the school, whether able bodied or disabled, who may have a positive contribution to make.
- We aim to include disabled people in all aspects of the life of the school and to promote positive images of disabled people through the school ethos and curriculum.
- We aim to develop a culture in which disabled people feel free to disclose information about any condition or impairment they may have, and be confident that this information will be used positively by the school to make reasonable adjustments to meet their individual needs.

1.2 Involvement of disabled pupils, staff and parents

Penn Hall School is keen to involve disabled pupils, staff and parents in the development of this Scheme. We will do this by taking the following steps:

- The views and opinions of pupils, parents, staff, Governors and other school users have been sought and used to inform the review and update of the Accessibility Plan for the School. This will form the core of the Disability Equality Scheme. Over two hundred questionnaires were distributed and presentations regarding Disability Equality made to staff and Governors.
- Information regarding the definition of disability relating to the Disability Discrimination Act has been made available on the School website and there is the opportunity for everyone to contribute their opinion using an E-survey.
- This Disability Equality Scheme will be visible within school displayed in easily accessible areas and be reviewed and reported upon on an annual basis.

1.3 Information gathering

Penn Hall School has provided information to all staff, governors and parents about the DDA definition of disability. This included an explanation that any information gathered will be used to ensure the school is making reasonable adjustments so that individual needs are met, and that information provided will be kept confidential.

- Using the Student Council as a vehicle, the view of every Penn Hall pupil was sought on a range of access and inclusion issues. This information was collated, discussed at SMT level and action plans formulated. The details of this survey can be seen in Appendix 1.
- A questionnaire/survey to ascertain the views of parents/carers, staff, Governors and community users was issued and collated. Information regarding disabled users of the school was gathered and has been stored confidentially on a database to inform access issues in future.
- An opportunity to comment on accessibility and inclusion issues is available to all via an E-survey/response on the school's website.
- The School will provide a full copy of the Scheme on the website with hard copies available by request, as well as in the school office and staff room.

The database of parents / carers, Governors, community users and staff who have registered their disability will be used for the following purposes:

- To ensure that reasonable adjustments are made to meet individual needs of all users of Penn Hall School
- To pass on information about necessary adjustments to the relevant people (e.g. improvements to the school's accessibility to community users)

For future admissions, the initial interview will be used to gather information about individual needs of pupils, parents and carers. Prospective staff will be asked both at the time of application and after having been appointed if they consider themselves to be a disabled person under the terms of the DDA. The school's positive attitude to disabled people will be made explicit, in order to encourage people to have the confidence to identify themselves as disabled. Penn Hall School adheres to the Wolverhampton Local Authority 'Two Ticks' Policy regarding the Council's commitment to good practice regarding employing people with disabilities.

Penn Hall School will ensure information gathered from parents and/or pupils is kept confidential, in line with the Data Protection Act. We will negotiate with parent, carer or pupil about whom the information is to be shared with.

In addition to the consultation process for this scheme, it should be noted that Penn Hall School already has rigorous procedures in place to ascertain the views and needs of pupils, staff, parents and community users. These include;

- Annual Reviews
- Pastoral Meetings
- Student Council Meetings
- Professional review meetings with all staff (including wish list)
- Regular Parental Questionnaires
- Visitor Questionnaires
- Annual Ofsted Review of the Residential Hostel

1.4 Impact assessment

Three recent examples can be cited that indicate Penn Hall's commitment to a regular review of policies and practice and the impact they have on pupils at the school.

In each case data or evidence has been collected, the impact assessed and action taken to mitigate adverse impact or enhance positive impact.

Firstly, data was gathered over a five year period regarding which pupils across the school had attended residential trips and visits during each year. This identified a small number of pupils who had not participated in many visits or any of a certain type, adventurous activities, for example. This resulted in the positive action of targeting certain pupils for specified trips to ensure opportunities were equitably presented to all pupils.

Secondly, information was collected from parental/ pupil questionnaires at the end of last summers Penn Hall Holiday scheme. This has enabled the staff that plan this week to identify favoured activities and will enable them to enhance the programme for this year.

Finally, the Student Council has identified a need for a dedicated ball games area on the playground. Having identified this lack of provision, the Council has made it known and it has been included in this year's accessibility plan.

Penn Hall School will continue to consult disabled people, or use information already gathered as the result of consulting disabled people, as part of the regular review process for all existing policies. Any new school policy that is developed will also take into account any views expressed by disabled people.

As part of this process Penn Hall has reviewed all of its statutory and non-statutory policy documents and highlighted those with most relevance to disability discrimination. As a consequence, specific policies were identified as high priority in terms of their update and review.

School policies that are due to be reviewed during the life of this Scheme are:

- Accessibility Plan (November 2007)
- Special Educational Needs policy (January 2008)
- Health and Safety policy (July 2008)

Section 2: Priorities for action (Action plan)

2.1 Main priorities and actions for disabled pupils

Identify one or two main priorities for action, based on issues identified by pupils and other information gathered by the school.

Actions	Outcomes	Timescale	Resources	Monitoring
Introduce more subject choices at Post 16	Greater choice for students between 16-19 regarding accredited and non accredited courses	Sept 2008 – July 2010	Staffing and transport for greater range of accreditation and college placements	Head of Post 16 and SMT to monitor and evaluate choices and programmes of study
Replace the carpets in the main corridor	Improved mobility for manual W/C and walking frame users	Sept 2008 – July 2009	Materials and labour £1500	Review by HT and Site Manager when completed

2.2 Main priorities and actions for disabled staff

Identify one or two main priorities for action, based on issues identified by disabled staff and other information gathered by the school.

Response: There were NO priorities highlighted by staff in the returns from the questionnaire. However, the school and the SMT remain committed to meeting the needs of all staff – the recent Well Being INSET day being a good example.

Actions	Outcomes	Timescale	Resources	Monitoring
Continue to meet the needs of all staff e.g. provide relevant ICT training	Relevant ICT training provided for all staff	January 2008 – July 2010	Cover and funding for relevant courses and staff training	Staff satisfaction questionnaires and evaluation at SMT level

2.3 Main priorities and actions for disabled parents, carers, governors and others

Identify one or two main priorities for action, based on issues identified by disabled parents, carers, governors or other users of the school and other information gathered by the school.

Response: Again, no priorities emerged from the consultation with these groups but general actions have been outlined here and in the school's Accessibility plan

Actions	Outcomes	Timescale	Resources	Monitoring
Produce a more accessible website for all	More user friendly interface including choice of colours, audible newsletters	Jan 2008 – July 2009	ICT staff time New software	ICT steering committee SMT
Review of all Policy Documents including Admissions procedure	All PH Policy Docs. Reviewed and visible on school website. Admissions Policy reviewed to gain more information re disabled parents	Sept 2008 – July 2009	Staff time	SMT, SBM and school office to implement and review

Section 3: Making it happen

3.1 Implementation

The actions identified in the action plan will be incorporated into the Accessibility Plan which in turn will feed into the School Improvement Plan for **2007-08**

3.2 Publication

The full version of Penn Hall School's Disability Equality Scheme is available on the school website, as is a summary of the Scheme. Hard copies of the Scheme are available on request from the school.

3.3 Reporting

Penn Hall School will report annually on progress being made on implementing the Disability Equality Scheme Action Plan. This report will be published on the school website and in the Governors' Annual Report.

3.4 Review and revision

Penn Hall School's Disability Equality Scheme runs from December 2007 to December 2010. It will be reviewed in December each year.

The review will be carried out by the Disability Equality Scheme working group, which will meet to look at progress towards the outcomes identified in the Action Plan. This working group will be convened by **Mr Alun Stoll, Head teacher**, and will continue to consult with the range of disabled people who are part of the school community.

Penn Hall School Accessibility Plan 2007-2009

1. STARTING POINTS

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body 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 Governing Body 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

Penn Hall School's Mission Statement is to 'provide a high quality and relevant education for all its pupils'. The 'access for all' principle and those behind the Every Child Matters agenda are actively embraced, leading to a shared purpose of the school, which is to improve outcomes for all of its pupils, all of whom have a physical disability or impairment.

One of the school's main aims is to identify and remove barriers for disabled pupils in every area of school life. We try to achieve this by

- setting suitable learning challenges**
- responding to pupil's diverse needs**
- overcoming potential barriers to learning and assessment**

All pupils participate fully in all aspects of school life. These opportunities include sporting and adventurous activities, art and creative work, residential trips and broad range of accreditation routes.

Penn Hall has an inclusive ethos and welcomes all children and visitors to the school regardless of impairment, gender or ethnicity. Because of the nature of our pupils, the school has very good physical access, in terms of its buildings. However, this does not lessen our desire to improve and develop the curriculum, the environment generally and the ways in which we provide information to parents and the wider school community. This will be the focus of this Accessibility Plan

1B Information from pupil data and school audit

Penn Hall School is a Wolverhampton Local Authority Community Special School for 80 pupils aged 3 to 18+ whose special educational needs fall predominantly within the category of Physical Disability although other needs may be evident. 99% have mobility difficulties with approximately 85% dependent upon wheelchairs, walking frames or buggies for their mobility. Over 70 % have cerebral palsy.

In particular, many pupils will have associated learning difficulties arising out of, or related to their physical disability. Approximately 70% have moderate or severe learning difficulties.

In addition some pupils may have complex medical conditions, and/or communication impairment, and/or sensory loss. 60% have some degree of visual impairment, 4 students have a hearing impairment and 56% require the support of a Speech and Language Therapist (27 pupils use an alternative communication system). Some pupils have complex and multiple disabilities and life threatening illnesses.

All Penn Hall Staff have experience of working with pupils with special educational needs and have access to a broad range of continuing professional development opportunities. Consequently, both curricular and out of hours learning opportunities are adapted expertly to meet the diverse range of needs. Participation rates across the school, in all areas, are very high

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

The views of all the stakeholders of Penn Hall have been sought in the preparation of this Accessibility Plan. Over 200 questionnaires were issued to parents, staff, Governors and community users with the opportunity to comment on how the school could be made more accessible to them.

The definition of disability, as stated in the Disability Discrimination Act, has been highlighted to staff and Governors in presentations and to parents via letters and on the school website. There is also an opportunity via an E-survey for anyone to contribute their thoughts or ideas towards improving accessibility.

A database has been established recording the disabilities of anyone connected to Penn Hall.

The view of all pupils has been collated through School Council Representatives and has been used in the development of this Accessibility Plan.

THE MAIN PRIORITIES IN THE SCHOOL PLAN

2A curriculum
2B environment
2C information

See full plan after Section 3

3. MAKING IT HAPPEN

3A Management, co-ordination and implementation

The School's Accessibility Plan will be presented to the Governing Body for approval along with the school's Disability Equality Scheme.

Both will be reviewed annually (in December) by the Head teacher and members of the Senior Management Team.

Progress to date will be evaluated with the following questions being asked against all planned actions;

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

This will be reported upon and made available on the school's website. The Plan will be revised as necessary during its lifetime.

The actions from the Accessibility Plan will form part of the School Improvement Plan

The lead responsibility for the implementation of the plan will be the Head teacher supported by members of the Senior Management Team.

Details of the human and financial resources required are to be found in the detailed plan, along with clear timescales.

3b Making the plan available

The School's Accessibility Plan will be available on the website along with the Disability Equality Scheme. Reviews and evaluations will also be posted here.

Hard copies of the Plan will be kept in the school Office and will be available by request

November 2007

APPENDIX 1: PENN HALL SCHOOL PUPIL RESPONSE TO DES SURVEY (THROUGH THE SCHOOL COUNCIL NOVEMBER 2007)

CLASS	REP	ANY WAYS WE CAN MAKE OUR SCHOOL BETTER FOR PEOPLE WITH DISABILITIES?	ANY WAYS TO INCREASE PARTICIPATION IN THE CURRICULUM?	COULD THE SCHOOL ENVIRONMENT BE IMPROVED FOR PEOPLE WITH DISABILITIES?	HOW COULD WE IMPROVE THE WAYS WE SEND OUT INFORMATION?	ANY OTHER THOUGHTS?
FS		-	-	Some of the joins across doorways and carpets are 'lumpy' – hard to self propel or use a walker across them	-	-
KS1	SW?	More space – to accommodate chairs and additional equipment	Lots of hands on activities and experiences	Corridor carpet is difficult for pushing or self propelling w/c's and walkers	Already have very good home-school books – perhaps use the internet?	-
JUN 1&2	KW	Lower light switches or have pull chords Signs in different languages?	Make everybody's work a little different so that they can do it	Put electric buttons on all the doors (automatic)	Put pictures and symbols on letters. Use Braille and simple words	-
KS3B	HR	Braille labels on the doors	-	Bright strips around doorframes for VI pupils with EWC's Automatic doors throughout school	Large print for letters. Information on cassette.	-
KS3S	AP & GH	Someone in the lift to press the button	-	A 'smelly' flower garden	-	-
KS4E	TG	-	-	More space in the classrooms. Paths in the woods can sometimes be dangerous.	Make sure information is available in different formats	Residence could be improved. Narrow doorways and c/be decorated better.
KS4W	BN	Bigger doorways. All students should be able to access both lifts. A longer playtime once a month More urine bottles in Junior bathroom	More suitable ICT equipment i.e. roller balls More PRACTICAL sessions that children can join in i.e. using a camera	All Senior classes to be on the same floor Having a designated ball games area on the playground – safety Bumpy Carpets / Mats near new lift New Senior boys' bathroom. Art room too small EWC to fast in corridor	Telephone parents Email Parents	More opportunities to use the life skills room A common room for older Key Stage 4 pupils
P16 C	KM	-	-	Concrete ramp onto the bottom lawn is too steep	Use email for those who have an e-mail account	-
P16 A	LE & LM	Less crowded rooms	Increased access to life skills room. Not all students feel they are involved in Q & A sessions	Carpet in P16 coming up. More space inside and out. Don't like carpet in main school – difficult to push chairs	E-mail, telephone, Podcasts	Lift in P16 is too small
P16 O	TL	More sensor switches and environmental controls in classrooms + a relaxation suite	Introduce more options / subject choice at Post 16	Level (and Tarmac) the woodland paths to enable independent access. Remove lawned area at front of school to improve car park facilities	Info in different languages, Braille and audio tape	-

ISSUES DIRECTLY ADDRESSED IN SCHOOL'S ACCESSIBILITY PLAN

PENN HALL SCHOOL ACCESSIBILITY PLANNING 2007-2009

2A INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

PROPOSAL / TASK	HOW / ACTION	SUCCESS CRITERIA	STAFF	START	FINISH	COST
To maintain and increase participation of PH pupils in after school clubs	-Provide an escorted transport service for targeted groups of pupils who are unable to access the extended school day (Pilot Project) -Funds would need to be accessed through either LA transport budget or community partners	Increase in participation rates	Targeted pupils attending weekly clubs	CW +	Others	Sept 08
To review and develop the range of accreditation pathways to improve options and outcomes for PH pupils	-Introduce GCSE ICT -Establish an accredited AAC course -Introduce Sports Leaders Day course -Extend range of subjects offered at local Colleges e.g. CLAIT and work related experiences i.e. TIMPKEN -Access specialist advice re 14-19 curriculum with regard to developing Diplomas e.g. Creative & Media	Range of staff	PH pupils undertaking broader range of courses in increasing numbers	Sept 07	Ongoing	£1K ICT
Support ICT and Communication developments across the school	-Provide appropriate equipment (e.g. My Tobii) and staff support (including CPD) -Ensure teachers' planning reflects use of VOCA's (whole school focus?) -Consistent use of high and low tech. AAC across the school - Increased access of Life Skills room for appropriate pupils	Greater numbers of PH pupils using AAC / ICT within the curriculum and using the Life Skills room	ICT team AAC working group SMT	Sept 07	Ongoing	Equipment – as required within ICT/AAC budget
To develop and extend the curricular and extra curricular use of the woodland and terms of both adventurous and creative activities	-Produce Risk assessments for all activities -Seek specialist advice and training for PH staff -Produce resource boxes -Develop links with partner schools -Produce a DVD for use as a record of development and marketing tool -further develop woodland areas i.e. Problem solving Area 2 and Story Tellers area	Greater numbers of PH and other School pupils using the woodland area More CP projects	SM, RG, Steering Group	Sept 07	Ongoing	Resource boxes £1500 PSA 2 £500 Maintenance £1K DVD £2K
Improve disability awareness within the school	Produce 'Positive role models' notice board Produce a 'Positive role models' unit in PSHE course Invite guest speakers	Enhanced self esteem through Positive imagery relate to disability	All	Jan 08	PSHE unit in place by Sept 08	£150 resources £200 Guest speakers

2B IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

PROPOSAL / TASK	HOW / ACTION	SUCCESS CRITERIA	STAFF	START	FINISH	COST
Undertake a New Build to improve Secondary Teaching & Learning Facilities to include a refurbishment of the Senior Bathrooms.	<ul style="list-style-type: none"> - Secure sufficient funds - Complete planning and tender process -Commence new build 	New Secondary Classrooms and bathrooms in place and in use	HT, Governors	Sept 08	Ongoing	£500K
Replace / revamp Lift in Post 16 Building	<ul style="list-style-type: none"> -Old lift replaced with modern version -Easy access/operation to be considered in planning phase 	Lift installed and working	HT, SBM	Governors	Site Manager	July 08
Refurbish school hall	<ul style="list-style-type: none"> -Replace existing floor and heating system -Refurbish roof and lighting -Provide Blackout facility for assembly, productions, presentations etc -Install projector and screen 	Hall refurbished and in use	HT, SBM Governors Site Manager	June 08	Sept 08	£60K
Refurbish Nursery, Infant classrooms and MBL room	<ul style="list-style-type: none"> -Refurbish each individual area -Install a sensory area (including equipment as assessed e.g.Soundbeams etc) 	Each area refurbished and working Sensory area complete and in use	HT, SBM Governors Site Manager	Sept 07	July 09	£10K refurbish £30K Sensory
Increase the use of enabling technology across the school to improve independent access	<ul style="list-style-type: none"> -Investigate the possibility of fitting fully accessible automatic doors with Proximity Readers throughout the school, in a phased programme -Fully accessible lifts -Further Life Skills developments within the classroom 	Fully accessible doors and lifts throughout the building used by all pupils Pupils enjoying greater control of their environment within then classroom	JJW, HT, SMT Site Manager	Sept 08	Ongoing	£40 K
Provide a new minibus	<ul style="list-style-type: none"> -Minibus to be selected , ordered and purchased 	- New minibus in use at Penn Hall	Site Manager	Sept 07	Jan 08	Leased via LA
Replace the carpets in the main school corridor	<ul style="list-style-type: none"> -Investigate and decide upon a more suitable floor covering in the corridor area. -Order and replace flooring 	More appropriate flooring for wheelchair use in place in main school	Site Manager, HT, SBM	Sept 08	July 09	£1500?
Provide a designated ball games area in the school playground	<ul style="list-style-type: none"> - Identify, mark and apply an area of the playground to be used for fast moving chairs and ball games 	Playground markings in place and in use	Site Manager, SM, ITT	July 08	Sept 08	£100 paint and time

Put contrasting strip on doorways and entrances around the school to enhance visibility for visually impaired users	-Identify and purchase suitable marking strip -Apply on doorways around the school buildings	Less collisions with doorways from W/C users	Site Manager, DC	April 08	Dec 08	£300 for marking strip + time
Extend the ramp leading to the lower lawn to improve the gradient	-Investigate and cost the extension to the existing ramp - tender for prices and appoint builder - complete ramp	Ramp extended with a more suitable gradient for W/C use	HT, SBM, Site Manager	Jan 09	July 09	£1500 materials and labour
Fit Fire Door release mechanisms on a number of doors in the Old Hall	-Fitting door release mechanisms to close doors in the event of a fire	Safer door closing in the event of fire in the Old Hall	Site Manager	Dec 07	Sept 08	£600
Add Visual Fire Alarm system for any hearing impaired school users	-Investigate and cost Visual Fire Alarm system -System fitted	Visual Fire Alarm in place and functioning	Site Manager DC	Sept 08	Sept 09	£ 1200

2C IMPROVING THE DELIVERY OF INFORMATION THAT IS PROVIDED TO ALL USERS OF THE SCHOOL

PROPOSAL / TASK	HOW / ACTION	SUCCESS CRITERIA	STAFF	START	FINISH	COST
To provide information in appropriate formats for ALL users of the school	Develop the accessibility of the school's website -Enable users to chose the colour of background and text size to enhance the acuity for dyslexic users - Enable users to select audio version of certain parts of the website i.e. the school newsletter, the prospectus -Provide an E-survey response to provide school with data relevant to DES	More hits on the website Accessibility improved both visually and audibly	SP, JJW, DC	Oct 2007	July 2008	Time and software
Ensure accessibility to new technology	-Investigate and develop usage of new technologies -Staff to parents communication methods -Increased use of Screen Readers -Develop video assessment procedures	Increased methods of communication with home, screen readers in use, Video assessment tools in place	JJW, DC, All	Sept 07	Ongoing	£ 1-3K
Develop procedures to collate information re disabled users of the school (staff, parents, community users)	-Review and update Admissions Policy and Induction documentation to request specific disability information for inclusion in the database. -Establish a database of disabled users of the school	Revised Admissions procedure in place	JW	Sept 2008	Dec 2008	Time
Provide current display of events and achievements at PH to all visitors and to provide another means of dissemination of information to staff	-Purchase and install an large screen LCD monitor in foyer area of school to show presentations, photos and staff information	Presentations and photo loops in foyer area Increased staff awareness of daily PH information	JW + office staff JJW	Jan 2008	July 2008	£3.5K
Produce Policy Doc. on information dissemination	-Produce policy re handouts / worksheets to pupils -Offer to produce letters to parents in different styles (fonts, colours) where required	Consistency of approach re information dissemination	Office & Teaching staff	Sept 08	Ongoing	Time Paper/print £150

Monitoring of Penn Hall Disability Equality Scheme and Accessibility Plan - December 2009

DES

Main priorities and actions for disabled pupils

1. Introduce more subject choices at Post 16

The range of accredited courses and options has again been widened during the past year. By our involvement in the city wide aligned timetable opportunities to follow REACh and CARD activities have been undertaken with a number of students enjoying courses from external providers. Other new courses this year include History at entry level and BTec Skills for working life.

2. Replace the carpets in the main corridor

Again this year this has been re-prioritised with available funding being concentrated in other areas that are considered more important. This has become a long term objective.

Main priorities and actions for disabled staff

1. Continue to meet the needs of all staff (e.g. provide relevant ICT training)

Staff continue to be offered a broad range of opportunities for personal development through CPD. General and specific issues are discussed through Performance Management and Professional Review meetings. The Well Being programme continues to monitor staff work – life balance and a successful 'Motivated and Loving It' day was held in September where a staff charter was produced. No specific issues related to disability have arisen.

Main priorities and actions for disabled parents, carers, governors and others

1. Produce a more accessible website for all

The DES and Accessibility plan is available for all on the School's website. The website has been improved and updated during the current year and is very accessible with adjustable font sizes. The ICT facilitator regularly updates the website and is due to undergo CPD in Accessible website design.

2. Review of all Policy Documents including Admissions procedure

Reviews and updates of all Policy documents have taken place and relevant ones are available to all on our school website. All staff are aware where Policy documents are stored and many undertook CPD training in this area.

Accessibility Plan

A detailed review of progress to date has been undertaken and is shown on a separate document available from the school Office. It is pleasing to report so much progress in a range of areas and the staff team are committed to continue working on those areas outlined. Although not a perfect measuring tool around 70% of the proposals in the 2007-09 plan have been fully completed with a further 10% partially completed by December 2009. Other areas involve major refurbishments and have to be financed and one target has been reprioritised

Reporting

These monitoring reports will be presented to Governors for their approval. They will also be available on the school website or as hard copies on request from the school office.