



## Governor Visit Record,

<b>Date</b>	17.05.2022	<b>Governors</b>	P Ford Hutchinson, G Finch
<b>Objectives for</b>			
The accessibility plan is the responsibility of the governing body: all governors			
<b>Links with School Development Plan</b>			
Objectives in the new accessibility plan will be aligned to the 5-year forward plan for the school			
<b>Background preparation</b>			
<p>The current and compliant accessibility plan does not fully articulate some of the ambitious and challenging aspects of accessibility which have become part of the vision school leaders have for the school and for the children. An accessibility plan must set out how, over three years, a school intends to improve access to the curriculum, environment and written information for all pupils. There should be consultation and involvement with disabled service users. Patrick has undertaken and already done a great deal of preparatory work to ensure that when a new plan is developed, that it fully reflects the ambitious vision the school has to have accessibility at the core of curriculum pathways, integrated therapies, home and school relationships, communication strategies and the school's unique, inclusive culture.</p>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
<p>The purpose of the visit was to reflect on the information and resources Patrick has gathered to date, and to discuss how best to communicate this as a revised plan. Since the previous/current plan was produced there have been significant changes to the cohort of pupils the school admits. The curriculum pathways and their rationale would be a particularly useful context to include, including the proportion of pupils and what, typically a 'day in the life' of a pupil on each pathway looks like. Some of the recent developments that we feel belong in the accessibility plan included:</p> <ul style="list-style-type: none"> <li>• Fundraising: the impact on accessibility of being able to resource provision that enhances learning and participation.</li> <li>• Integrated internal therapies</li> <li>• The status and relevance of PSHEE as a core subject</li> <li>• The impact of emotional health and wellbeing challenges</li> <li>• The challenges of the current premises for the changing intake</li> <li>• Functional learning: the school's relationship to the community (for example, the objective to use PECS in local amenities and settings)</li> <li>• Bespoke assessment</li> <li>• The use of assistive technologies and assistive communication in school</li> </ul>			

This is becoming a huge piece of work; however, it presents an opportunity to articulate how much the school's response to accessibility and inclusion is changing at a rapid pace, how staff adapt and innovate and how much this runs in tandem with school leadership articulating a focus and a vision for the next three years and beyond.

**Governor Observations and Comments**

The main challenge is refining the huge amount of information Patrick has assembled and developed into a structure and plan. Patrick had requested and showed me a very detailed and descriptive 'day in the life' of a pupil on the engagement pathway and this would be an excellent model to have for all three pathways. We had spoken about the potential for the accessibility plan to almost double up as a prospectus to help prospective parents to understand and visualise the pathways and the vision school has for all children.

**Issues to be raised with the Full Governing Body (if any)**

As the accessibility plan is a governing body responsibility, I'd like to thank Patrick on behalf of the governing body for ensuring that the next plan is going to be so ambitious and descriptive, mirroring the ambitions we all share for the school and for pupils and their families.

**Plans for Follow-up Visit**

Following the visit, I drafted an opening section for the plan which I shared with Patrick, and we will continue to collaborate on this. We'd welcome the involvement of any governors who are interested in collaborating on this piece of work

**Date reviewed at FGB**