

# Griffe Field Primary School

## Accessibility Policy and Plan 2016 – 2019



### Schools' Planning Duty

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that *"schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation"*. According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At Griffe Field Primary School the plan will form part of the Building Contents Survey and will be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

**Griffe Field Primary School** is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Griffe Field Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

### Aims and Objectives

#### Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments, Derby City Council Return to Work Procedures

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

### **Physical Environment**

The physical environment is fully accessible for all uses and has good wheelchair both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. We have rails where there are steps and slopes to access all aspects of the school grounds. The building is all on one level and so in general does not cause any particular difficulties. There are two disabled people's toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats. Both the disabled people's toilets have a hand rail, an emergency pull cord and easy use taps. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

### **Curriculum**

With the support of parents and outside agencies, areas of the curriculum, for example PE are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

## **Current Activities**

Griffe Field has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with Derby City SEND Team, outside agencies, Health Professionals and Educational Psychology Services. The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective.

The school also works closely with specialist services including:

### **Local Authority Provision delivered in school**

- **STePS** (Specialist Teachers and Educational Psychology Services)
- ASD Specialist & Advisory Teacher – FS/KS1 (Julie Fearn)
- ASD Specialist & Advisory Teacher – Key Stage 2 (Caroline Wheeler)
- Early Years Advisory Team
- Educational Psychology Service (James Bane)
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy) Natasha Wimbledon
- LAC (Looked After Children)
- Family Intervention Worker to support families

### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Health Team /School Nurse
- Occupational Therapy – Lighthouse Team
- Physiotherapy – Lighthouse Team
- Community Paediatrician (Dr. Mehta)
- CAMHs (Child and Adult Mental Health)

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- ✓ Hearing impairment
- ✓ Physical disability
- ✓ Visual impairment

- ✓ Specific medical conditions including asthma, eczema, diabetes
- ✓ Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- ✓ Autism
- ✓ Speech, language and communication needs (SALT)
- ✓ Emotional difficulties including attachment disorder or bereavement
- ✓ Developmental disorders, e.g. foetal alcohol syndrome
- ✓ Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- ✓ Physiotherapy

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

### **Review and Implementation**

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

### **Reviewed and re-written:**

December 2016

## Griffe Field Primary School Accessibility Plan

<b>Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.</b>					
	<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Short- Term Targets</b>	To comply with the Equality Act 2010	<ul style="list-style-type: none"> <li>Review all statutory policies to ensure that they reflect inclusive practice and procedure.</li> </ul>	On-going	HT All subject leaders Governors	<ul style="list-style-type: none"> <li>All policies clearly reflect inclusive practice and procedure</li> </ul>
	To identify pupils who may need additional provision to ensure <b>smooth transition</b> .	<ul style="list-style-type: none"> <li>Liaise with pre-school providers to review potential intake for September 2016</li> <li>Liaise with SENDCos to ensure clear transfer of records/information</li> <li>Any changes in pupil's needs identified within SENDCo progress meetings – termly and PLPs to reflect any needs identified</li> <li>Meeting arranged with parents – information sharing/needs of the child</li> </ul>	Summer Term for transition and Autumn Term follow-up September 2016	HT SENDCo EYFS Leader	<ul style="list-style-type: none"> <li>Procedures, resources/equipment and strategies in place</li> <li>Parents are kept informed of provision and consulted</li> </ul>
	To ensure <b>all staff</b> are fully aware of the needs of all pupils who have an EHCP/SEND support (long term objectives and 12 monthly objectives/PLPs).	<ul style="list-style-type: none"> <li>Transition meetings in the summer term</li> <li>Transfer of records</li> <li>SEND Folders up-dated and to include all relevant documents/info.</li> <li>Create and up-date provision maps showing the overview for each year group and individual pupil's needs</li> </ul>	Transition meetings at the end of year On-going meetings SENDCo	SENDCo All staff	<ul style="list-style-type: none"> <li>All staff are clear about their responsibilities in meeting pupil's needs</li> <li>Personal learning needs identified and on provision maps and/or PLPs where needed</li> </ul>
	To access <b>outside agency support/advice</b> and on-going support for pupils with health needs. To improve access to the curriculum through the use of <b>specialised equipment and resources</b> following advice and support from outside agencies.	<ul style="list-style-type: none"> <li>Referral/consult to specialist support teachers (STePs) , Psychology Services, Health Team, SALT etc. for additional support and advice where needed</li> <li>Consult regularly with parents for information sharing and discussion on targets/needs</li> <li>ASD, HI and VI needs met through access to specialised support and resources –regular support for identified children</li> <li>OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment</li> </ul>	On-going updates and regular input throughout the year from outside agencies  Termly meetings SENDCo and EP/SALT/STePs	SENDCo All staff working with pupils with additional needs Specialist teachers and Psychology Services	<ul style="list-style-type: none"> <li>Pupils needs being met</li> <li>Advice, strategies and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met</li> <li>Staff feeling supported in meeting the needs of all pupils</li> <li>Range of equipment integrated into practice</li> <li>Parents feeling confident about the provision</li> </ul>

	<p>To review the <b>attainment</b> of pupils with SEND regularly through whole school tracking systems.</p>	<ul style="list-style-type: none"> <li>• Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP</li> <li>• Attainment of SEND children over the year to be analysed termly and through PLP meetings (SENDCo and Assessment Co.)</li> <li>• Introduce clear tracking system enabling teachers to track children who make small steps of progress</li> <li>• PLPs to reflect needs of pupils based on progress made</li> <li>• Use of the Green Box system as a tool to monitor interventions/provision maps</li> </ul>	<p>Min. of 3 x annual PLP meetings 1 x annual EHCP review 3 x termly SEND Progress Meetings – SENDCo and teacher On-going</p>	<p>HT SENDCo</p>	<ul style="list-style-type: none"> <li>• Analysis shows that expected progress has been made by all pupils.</li> <li>• Progress towards the PLP targets has been achieved.</li> <li>• Provision has been reviewed and amended based on needs of pupils</li> </ul>
	<p>To ensure parents are fully involved in the PLP process and understand how to support their child at home. . To ensure that pupils are involved in their PLP targets and EHCP meetings (where appropriate).</p>	<ul style="list-style-type: none"> <li>• Minimum of 1 x termly meetings for PLP reviews/discussion on progress</li> <li>• Discussion on targets and parent views considered</li> <li>• Targets to be clearly identified on PLPs for parents to work on</li> <li>• Staff to complete parent meeting notes – proformas in SEND folders</li> <li>• Parents to complete a questionnaire – analyse/review and take action steps where needed</li> <li>• Introduce '<b>Parent Drop-in</b>' sessions</li> </ul>	<p>1 x termly minimum with class teacher  SENDCo to arrange drop-in sessions</p>	<p>Class teacher SENDCo Parents</p>	<ul style="list-style-type: none"> <li>• PLPs reviewed with parents and new targets shared</li> <li>• Parents understand targets and know how to support their child with at least one of the targets</li> <li>• All parents aware of the SEN needs of their child</li> <li>• Evidence/tracking of meetings held with parents completed by teachers and used to monitor parent views and feedback</li> </ul>
	<p>To attend LA meetings to ensure up-to-date with current legislation and LA guidelines</p>	<p>Attend training Disseminate to staff/SLT where appropriate Involve parents where appropriate</p>	<p>On-going</p>	<p>HT/SLT SENDCo Governing Body</p>	<ul style="list-style-type: none"> <li>• Course/meetings attended and disseminated to SLT</li> <li>• Governing Body kept up-to-date with any changes</li> </ul>
	<p>To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/meeting pupils'</p>	<ul style="list-style-type: none"> <li>• Budget request completed and budget allocated</li> <li>• Audit of resources and training needs</li> <li>• Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school</li> <li>• Staff training identified – internally and externally</li> <li>• STePs training - ASD, HI and VI for identified children</li> </ul>	<p>Autumn Term  Review – on-going basis</p>	<p>HT SENDCo All staff</p>	<ul style="list-style-type: none"> <li>• Access to the curriculum improved through the use of good quality resources, interventions and adaptations</li> </ul>

Medium- Term Targets	To continue to develop skills in using the TEACCH approach in order to meet the needs of pupils with ASD.	<ul style="list-style-type: none"> <li>• Research and visits to 'expert' schools</li> <li>• Trial TEACCH approach and develop/enhance</li> <li>• STePs support</li> <li>• ASD Champions to continue training programme and disseminate</li> </ul>	On-going All staff Pupils	STePS Team – ASD Specialist Teachers SENDCo LM – KS2 ASD Champion WS - TA	<ul style="list-style-type: none"> <li>• TEACCH approach adopted where appropriate</li> <li>• Staff confident in using the TEACCH Approach</li> <li>• Children using workstations at varying levels depending on needs</li> </ul>
	To review out of hours provision and develop/ensure accessibility for all pupils.	<ul style="list-style-type: none"> <li>• Monitor club members</li> <li>• Meet with club Leaders</li> <li>• Ensure accessibility and improve where possible</li> </ul>		HT Club Leaders Curriculum Leaders SENDCo	<ul style="list-style-type: none"> <li>• All out of hours activities are organised to be accessible to all pupils in school</li> </ul>
Long-Term Targets	To evaluate and review procedures in place in ensuring participation of disabled pupils.	<ul style="list-style-type: none"> <li>• Evaluate and review the short and medium term targets and set new targets</li> <li>• Produce new plan based on needs of the school/pupils</li> </ul>	Annually	HT/SLT/SENDCo Governing Body Curriculum Leaders Pupils/parents	<ul style="list-style-type: none"> <li>• Increased access for disabled pupils</li> <li>• Pupils feeling successful at school</li> <li>• Quality interventions and resources in place</li> </ul>
	To develop the sensory room area.	<ul style="list-style-type: none"> <li>• Allocate a proportion of the budget over the course of three years</li> <li>• Investigate/explore ideas and activities to enhance and improve the use of the Sensory Room</li> </ul>	Annually 3 year project	SENDCo	<ul style="list-style-type: none"> <li>• Sensory room being used by pupils identified as needing additional sensory support</li> <li>• Sensory room having a positive affect on pupils</li> </ul>
	To continue to audit, review and develop staff expertise based on the needs of the school.	<ul style="list-style-type: none"> <li>• Identify training needs</li> <li>• Seek out appropriate training (internally/externally) and prioritise who, what, when etc.</li> </ul>	Annually	HT/Senior Leaders SENDCo	<ul style="list-style-type: none"> <li>• Long term training needs identified and prioritised</li> </ul>

Aim 2: To improve the physical environment of the school.					
	Target	Strategies	Timescale	Responsibilities	Success criteria
Short- Term Targets	To continue to maintain the <b>physical environment</b> of the school in order to <b>maintain accessibility</b> for all pupils.	<p><b>Indoor</b></p> <ul style="list-style-type: none"> <li>Identify needs of new in-take and make reasonable adjustments to the physical environment</li> <li>Assess needs of pupil and plan for smooth transition</li> <li>Plan classrooms accordingly</li> <li>Involve STePs Teams to support with transition and any specialist equipment</li> <li>Maintain good working order of all disabled toilets and facilities</li> </ul> <p><b>Outdoor</b></p> <ul style="list-style-type: none"> <li>Maintain good up-keep of all areas to allow easy access</li> <li>Pupil questionnaire - Seek pupil views through School Council on improving play areas</li> <li>Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes</li> </ul>	<p>Summer 2016 Autumn 2016</p> <p>On-going for new pupils</p>	<p>HT SBM Governors Site manager SENDCo</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>The environment is suitable for disabled children entering school</li> <li>Classroom environment is accessible and meeting the needs of pupils wherever possible</li> </ul>
	To ensure risk assessments are in place for identified pupils.	<ul style="list-style-type: none"> <li>Up-date Risk Assessments for all pupils and share with staff</li> <li>Monitor risk assessments and adapt if needed to meet children's needs</li> </ul>	<p>Annually and regular checks to ensure they're still accurate</p>	<p>HT SENDCo Governing Body</p>	<ul style="list-style-type: none"> <li>All staff aware of risks and pupils safely accessing the curriculum and school grounds</li> <li>Risk Assessments are understood and followed by all members of staff</li> </ul>
Medium- Term Targets	To ensure classroom environments meet the needs of pupils.	<ul style="list-style-type: none"> <li>Environment monitoring to take place on a regular basis.</li> <li>Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc.</li> <li>Needs of the child to be carefully thought through and classrooms adapted accordingly</li> <li>Seek views of children</li> </ul>	<p>On-going</p>	<p>HT SBM Health and Safety Governor Site manager SENDCO</p>	<ul style="list-style-type: none"> <li>Classrooms are productive and wherever possible meet the needs of all pupils</li> </ul>
Long-Term Targets	To continue to develop the playground facilities for all children. To ensure path ways are appropriate for wheelchair access.	<ul style="list-style-type: none"> <li>Look for funding opportunities</li> <li>Involve the School Council</li> <li>Regular checks and maintenance</li> <li>Site manager to report any problems</li> </ul>	<p>on-going</p>	<p>HT SBM Health and Safety Governor</p>	<ul style="list-style-type: none"> <li>Inclusive child-friendly play areas.</li> <li>Wheelchair access maintained around the school grounds</li> </ul>

<b>Aim 3: To improve the delivery of information to disabled pupils and parents.</b>					
	<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Short-Term Targets</b>	To up-date records to ensure school is fully aware of any disabled children/parents and their needs.	<ul style="list-style-type: none"> <li>Office staff aware of parent's needs as notified and adapted material on request</li> <li>The school will make itself aware of the services available for converting written information into alternative formats</li> <li>Care Plans kept up-to-date – access to all and kept in the same place</li> <li>Up-date Medical forms regularly</li> <li>Up-date SEND forms in line with guidance</li> </ul>	Autumn 2016	HT EYFS leader SENDCo SBM Office staff All staff	<ul style="list-style-type: none"> <li>All staff aware of the needs of the school</li> <li>Records up-to-date</li> <li>The school will be able to provide written information in different formats.</li> </ul>
	To ensure disabled parking is marked and available for disabled staff and disabled pupils only.	<ul style="list-style-type: none"> <li>Site manager and office staff to ensure correct use of the disabled parking space</li> <li>Parents made aware of 'rules' for using the parking space</li> </ul>	On-going	HT Governing Body	<ul style="list-style-type: none"> <li>Parking fully accessible to meet the needs of pupils and parents</li> </ul>
	To ensure that the school environment offers further information to pupils and visitors.	<ul style="list-style-type: none"> <li>Photographs of all staff on display board with names</li> <li>Classrooms labelled</li> <li>Environmental print</li> <li>Displays offer visual and written support/adapted where needed</li> <li>Photographs/images for visual support on display</li> <li>Monitored through learning walks</li> </ul>	On-going	HT	<ul style="list-style-type: none"> <li>Visual and written environment offers support and is consistent around the school</li> </ul>
<b>Medium-Term Targets</b>	To continue to up-date and improve the school website to ensure information is fully accessible. To continue to develop the use of FROG as a tool to support teaching and learning at home.	<ul style="list-style-type: none"> <li>Website redesigned/developed and improved over time</li> <li>Checklist completed for all relevant information that needs to be on the website</li> <li>Ensure parents are fully aware of the information available on the website</li> </ul>	Autumn 2016  On-going	HT SLT  ICT Team All staff	<ul style="list-style-type: none"> <li>Website up-dated and all relevant information available and up-dated regularly</li> <li>Friendly/easy to access website</li> <li>Website used by parents</li> <li>FROG offers a variety of learning activities to meet the needs of all pupils</li> </ul>
<b>Long-Term Targets</b>	To continue to meet any specific future needs of pupils/families within school.	<ul style="list-style-type: none"> <li>Assess needs and plan accordingly</li> <li>Identify any specialised support needed and seek advice</li> <li>Add to provision maps/risk assessments etc.</li> <li>Staff awareness and training where needed</li> </ul>	on-going	approach Whole school	<ul style="list-style-type: none"> <li>Needs of pupils met where ever possible</li> </ul>

