

## **Accessibility Plan 2016-2019**

### **Vision Statement and legal requirements**

At Orchard Head School we provide for a range of SEND needs. All schools and local authorities need to carry out accessibility planning for the provision and access of disabled pupils. This is a requirement as required by the Disability Discrimination Act which has been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the school to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The Accessibility Plan and the school's action plan forms part of the Disability Equality Scheme and sets out how the school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the school has had key duties to follow, including:

- Not treating disabled pupils less favourably for reasons relating to their disability;
- Making reasonable adjustments for disabled pupils so they are not at a substantial disadvantage;
- Planning to increase the access to education for disabled pupils.

This plan sets out to meet the requirements by:

- Increasing the extent to which disabled pupils can access the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education;
- Improving the availability of accessible information to disabled pupils.

### **Our Children**

The children in our school are at the very centre of school life. We want them to feel welcomed, safe, secure and part of our school family. They need to experience excitement, fun, enjoyment and challenge, so we provide a broad and balanced curriculum to meet these needs. Children are expected to work hard and achieve the very best they are able to. We want our children to be able to communicate,

respect and value all of those around them, regardless of age, background, culture and belief and so we encourage and expect good manners, behaviour and conduct. We want our children to have good memories of their time at Orchard Head, but also to take away with them achievement, confidence, respect for and tolerance of others and above all, curiosity – the vital ingredient that turns ability and application into real achievement.

### **Links to other documents**

This document links to other SEN documents published on the school website including: The SEND report; Local Offer; Managing Medicines Policy and the SEND Policy.

### **Monitoring procedures**

This Accessibility Plan is reviewed termly by the SENCo and the Senior Leadership Team. Further revisions are made every three years following consultation with the wider school community, school council and parent questionnaires.

It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Appendix 1 is the action plan which has been created to structure the improvement in the provision for disabled pupils.

### **The Plan's focus**

As part of the action plan, the physical environment and the external areas of the areas and buildings have also been reviewed. Orchard Head School intends to make continuous upgrades and adaptations to meet the needs of all children and to ensure that every child can access all aspects of the education offered as part of the curriculum.

To improve the delivery of information to disabled pupils, Orchard Head will continue to use the services offered by Wakefield Local Authority to convert written information into alternative formats. Consideration is also taken when sending letters home.

As well as supporting physical access to the building and the curriculum, the school works closely with additional specialist services to support learning difficulties, including:

Communication and Interaction Team (CIAT)  
Visual Impairment Advisory and Support Service (VI)  
Occupational Therapists and Physiotherapists (OT)  
Speech and Language Therapy (SaLT)  
Behaviour and Exclusion Support Team (BEST)  
Educational Psychologist Service (EPS)

## **Training**

Where appropriate, the school gives training to all staff who work with SEND children. We try to cater for the training needs of our staff to keep up to date with the most relevant and recent practices. For example, individual teachers and support staff may attend professional development sessions led by external agency professionals, e.g. ASD, visual impairments, dyslexia and attachment. They are also guided and supported by external agencies to implement new strategies and intervention methods.

## **Supporting the emotional and social development of pupils with SEND**

Children at Orchard Head School are supported in a variety of ways. These include:

- Restorative practice
- Emotional and Behavioural difficulty plans
- Small group work
- Circle time sessions

We also have two Learning Mentors, **Mrs Dawn Higginson** and **Mr Gareth Evans**, who work closely with children and teachers throughout school to support the former in making appropriate behaviour choices.

## **Supporting partnerships to help develop and implement the plan**

See above in **Monitoring procedures** section.

## **Handling complaints from parents of children with SEND**

Wherever possible, we ask that parents remain in close contact with the school and the class teacher in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve an issue, parents/carers may access the Pontefract Academies Trust Complaints Procedure, available both on the website of the school and that of Pontefract Academies Trust.

## Section 2: 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 improve the delivery of written information to pupils.

### 1. Increase access to the curriculum for pupils with a disability

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed
OPP and IEPs	IEPs and OPPs are precise and monitored each term.	Monitor progress Involve agencies Evaluate interventions Collate OPPs and IEP data	Dates organised for data collection and staff to meet with parents as part of PPTI meetings	SENCo	Each term
Policy and procedure	SEN policy	SEN policy reviewed and updated each year.	Review and revise SEN policy	SENCo	Annually
SEN audit	Audit of current practice and interventions in school	Monitor the impact of the interventions in school Target tracker analysis Gather views of the pupils Discuss with members of staff Gather views from parents	SEN report completed each term with data and analysis Intervention reports completed Seek opinions from parents Ask SEN children for feedback of provision in school	SENCo	Termly
Meeting the needs of all pupils	Tracking progress	Target tracker Data analysed each half term More Able register completed Mastery work implemented Audit interventions Interventions run by SEN TA following outside agency guidance	Data analysed in termly report Pupil progress meetings SEND and MA register updated each term Interventions monitored	SENCO Dep Head	Termly
Intervention tracking	All interventions are appropriate and assessed.	Collect data and intervention impact reports	Feedback from SEN TA SENCo to feedback to staff	SENCo SEN TA	Termly
Aim	Current good practice  Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to be completed
Staff training	Ensure staff are trained to support pupils in the most effective way Quality first teaching and support for TAs	Staff to continually develop CPD Shared training with TAs	Implement where required	SENCo Trainer	Accordingly

## 2. Improve and maintain access to the physical environment

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to be completed
Appropriate use of the specialised equipment	Laptops to support fine motor skills Chair wedge for posture Sloping writing boards OT exercises Fit to learn	Children to access appropriate equipment and interventions to meet their needs Interventions to be monitored and impact recorded.	Respond to the recommendations of the professionals and external agencies	SENCo Class teacher TAs	Within 2 weeks of guidance received.
Independent access to the building	Doors widened Reception area improved Disabled access in and out of school Risks assessments completed	For all children to be able to access the school building. Clear signage and labelling of rooms and cupboards.	Risk assessments completed Health and Safety Audit completed Signage inside school	SBM Premises supervisor SENCo	
Wheelchair access to the school	Reception area on one level and power assisted doors Desk lowered in reception area Flat exit onto playground	Improve signage inside school Car park and disabled parking spaces allocated	Improve signage inside school Car park and disabled parking spaces allocated	SBM Premises supervisor SENCo	

## 3. Improve the delivery of written information to pupils

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to be completed
Improved communication with parents	Email system Text service Letters sent home	Improve SEN display of leaflets Make staff aware of the services available from the LA	Update and display SEN information	SENCo	Monthly

### Section 3: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to be completed
<b>Number of storeys</b>	1			
<b>Corridor access</b>	Single door width and cannot be extended	Widen the doors and allow for both sides to be opened to allow wider loads through	Business manager Care taker	Done
<b>Lifts</b>	N/A	N/A	N/A	N/A
<b>Parking bays</b>	No car park just roadside parking. No allocated spaces or disabled spaces assigned.	A car park Bays to be allocated and marked accordingly	School Business Manager to source funding	2016 - 2017
<b>Entrances</b>	DDA compliant Power assisted doors opened through use of a switch			Done
<b>Ramps</b>	Ramps to allow access into the main building from the front of the school and onto the playground at the rear.			By 2018
<b>Toilets</b>	Larger cubicle in the girls' toilet Disabled toilet with alarm and support.			Done
<b>Reception areas</b>	DDA compliant and power assisted doors			Done
<b>Internal signage</b>	Fire exit signs clear and exits from the building.	Signage inside to label offices, classrooms, learning areas etc.		2016 – 2017
<b>Emergency escape routes</b>	Fire risk assessment completed January 2016			January 2016 and when required