



New Bewerley Community School Accessibility Policy 2017-2020

Policy Date: February 2015
Reviewed 02.05.17
Review Summer 2020

Introduction:

Disability is defined by the Disability Discrimination Act 1995 (DDA)

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

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 and reviewed and revised as necessary. 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

The aim of the Governors and staff at New Bewerley Community School is to provide an effective inclusive education in a true teaching and learning environment. We are an equal opportunities school in which all children are treated with respect and dignity, will have full access to the NC and are enabled, whatever their abilities, needs, age, gender, sexual orientation, ethnicity, attainment, disability or background, to participate in all aspects of school life and achieve their full potential.

New Bewerley Community School provides teaching which meets the statutory requirements of the National Curriculum and other statutory legislation and reflects the principles of the national Curriculum Inclusion Statement.

The school has regard to the Code of Practice when meeting the Special Educational Needs, including a range of disabilities, of children with a **statement or EHC**. The school's Policy for Inclusion and Core Offer is made known to parents via the school website.

New Bewerley Community School has high aspirations for all pupils, including those with a disability and the aim of this plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils, with a disability, and is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

In order to achieve this aim the school is committed to:

- * providing appropriate learning challenges
- * responding to the diverse needs of the pupils
- * overcoming potential barriers to the curriculum and assessment for all pupils

At New Bewerley Community School we both value, and through a broad and balanced curriculum, actively seek to promote and celebrate difference and diversity irrespective of ability, need, age, gender, sexual orientation, ethnicity, attainment, disability or background. It is important to us that each and every child feels valued and that their life experiences and needs are given equal regard.

We have high expectations for our pupils and want them to have every opportunity to achieve their full potential, and aim to do this by removing all barriers to learning which may hinder or exclude children.

School context:

New Bewerley Community School is a 2 form entry mainstream school with Resourced Provision status, providing up to 14 places for children with Medical and Physical Needs.

Access to resourced Provision places is determined through Statutory Process and all children accessing this provision must have a Statement of SEN or, more recently, an EHC Plan.

It is our aim that all our Resourced pupils will access up to 80% of their school day within the mainstream class, although this is determined wholly by the needs of the individual child, which may include physiotherapy input, speech and language work, sight work, intimate care, medications and a feeding regimen.

The school provides a base room, the Rainbow Room, and it is in this setting that work more specific to individual need is carried out.

The school is well adapted to the needs of disabled children and adults, providing wide corridors, automatic on/off lighting, disabled toilets for both adults and children, fully accessible (flat, single storey) accommodation and fully accessible paths, playground, office area, dining and school hall. The school has two care suites for those children with intimate care needs and is fitted with 3 rise and fall changing beds and two showers. Our D/T room has a rise and fall work surface/ cooker enabling wheelchair users, where appropriate, to participate in cooking and food technology. The Rainbow Room and Care suite have overhead, powered tracking to support moving and handling and two further mobile hoists are available in school for use.

The majority of our resourced pupils are either pre-verbal or have disordered or severely delayed Speech, Language and Communication difficulties. The majority of Rainbow Room staff are trained in the use of Makaton to support these communication needs and lessons in the resourced base are both signed and spoken.

At New Bewerley we adopt a 'can do' approach to learning and the curriculum is finely differentiated to suit individual need, ensuring access to both the curriculum and the social aspects of mainstream, peer group teaching and learning. Our mainstream children are very familiar with a variety of learning and physical disabilities and show respect and care towards each other. Positive role models feature highly in school, both in books, images and small world equipment in school and great emphasis is given to educating our children about the difficulties experienced by a wide variety of people. Adaptations are regularly made to accommodate the needs of individual pupils including timings, equipment, access to Sensory Room experiences, timetables and food. The school kitchen prepares food for a variety of medical needs including allergies, non- dairy and/ or non- protein diets and pureed food for those children with swallowing difficulties.

The first £1000 of any equipment requested by external agencies to support a child with a disability will be paid by school.

With regard to school visits and trips, where possible all reasonable steps are taken to include all children in these activities with their mainstream peer group. If however it is not possible for a child to participate on medical or physical grounds, then school will undertake to ensure that suitable trips and visits are made available. Risk assessments inform these decisions which are discussed with parents/ carers.

All children with significant SEN are assessed using PIVATS and this information is discussed termly at pupil progress meetings and analysed to inform future planning and provision. **This 'P' level data is** submitted annually to the Local Authority to enable comparisons with similar pupil groups to be made.

The school Inclusion Team comprises 8 full time members of staff, (not including 1:1 SEN staff), with the following roles:

Learning Mentor

Pupil Development Centre/ CAF Lead

Behaviour Support Worker

Designated Speech and Language Support Assistant/ First Aider

4x Inclusion Support Workers

We adopt a holistic view of the child and the team meets 1x per week to discuss the non-educational provision in place for children requiring support. This may be in the form of Speech and language input, SEAL work, Emotional Literacy/Nurture support, administration of medicines or behaviour support. All provision is evaluated for pupil impact either internally or by external professionals.

Attendance of disabled pupils is important to us and is therefore monitored regularly. Transition plans and adaptations to school timings have been made to make provision for illness or ongoing medical issues.

1B: Information from pupil data and school audit

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. (DDA 1995)

The definition of disability as outlined in the Disability Discrimination Act 1995 is broad and includes a wide range of impairments including learning difficulties.

New Bewerley Community School has children from all backgrounds, of all abilities and with a variety of difficulties, including asthma, diabetes, learning difficulties, physical difficulties, cerebral palsy, neuromotor disorders, epilepsy and Fragile X Syndrome, hearing and visual impairment amongst others. These conditions fall within definition of disability in the act when they are in the **context of 'substantial and long term'**.

Our school data shows:

Condition	No of children
Asthma	40
Type 1 diabetes	1
Allergies	12
Epilepsy	8
Autism	2
Sickle cell anaemia	2
Hearing impairment	4
Visual impairment	3

Our school data shows that we have currently 15 children with a Statement of SEN, 12 pupils with resourced Provision Status. They have complex needs which include a variety of substantial, long term conditions.

Views of those consulted during the development of this plan:

Articles 12 and 13 UN Convention on the Rights of the Child.

Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.

The following plan has been written in consultation with all stake holders, including staff, governors, parents and children, School Council, the opinions of which have been taken into account.

Examples of how evidence was gathered

- Governors opinions gathered during resources sub-committee meetings
- Consultation with parents during parent groups
- **Listening to SEN children's parents' views** during statutory meetings and parents' evenings
- **School Council working with Resourced Provision children looking for accessibility 'hot spots'**
- LSA SEN staff providing information about issues they may face moving children with wheelchairs around school
- Due to the nature of the disabilities and communication difficulties of our Resourced Provision pupils it has not been possible to seek their input directly, but information has been provided by proxy by parents and 1:1 support staff.

The following pages outline the planned actions around three broad aims as indicated in the Disability Discrimination Act 1995.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

We believe that all our disabled children have the right to access to a broad and balanced curriculum, differentiated to their individual need and learning style.

Each half term teaching staff and 1:1 SEN support staff have the opportunity to meet together to plan the curriculum and provision for individual pupils with the express aim of reducing any barriers to learning. This process involves looking at the mainstream topic to be taught and backtracking the learning to the developmental/ learning stage of the individual child. Access strategies are determined and also a range of activities that will both engage and enable the child to learn at their own level in their own style and within the mainstream classroom. Makaton vocabulary and peer support is also identified.

Staff training for both teaching staff and SEN and LSA staff is facilitated by the Inclusion Manager to support and further enhance this process. The Behaviour support worker and Inclusion support team are managed by the Inclusion Manager, together with the Learning Mentor, PDC lead professional and Speech and Language Support.

Advice from external agencies and its implementation in school is co-ordinated by the Inclusion Manager together with specific training for staff working with pupils with complex needs.

Strategic planning for the improvement of the Resourced Provision and SEN provision throughout school is the remit of the Inclusion Manager.

Target	Actions	Timescale	Responsibility	Success Criteria
Identification of pupils who may need additional/different provision.	Liaise with LA to gain information about possible new RP pupils.	Ongoing	Headteacher Inclusion manager	School will have timely awareness of pupils new to NBCS.
	Liaise with nursery providers to review potential intake.	July - September ongoing	F2 Team Leader Inclusion manager	Necessary provision in place by September
Increase staff confidence in differentiating the curriculum for those pupils	Identify those staff who need direct support and input from the Inclusion manager when developing	Ongoing	Inclusion manager	Lesson observations, Work scrutiny and triangulation of work will

with profound and complex needs.	½ termly Inclusion Planning.			show improved skills and confidence.
To support learning by the use of ICT and the extended use of assistive technologies.	Staff, Inclusion Manager together with external agencies to identify those children who will benefit from assistive technologies including switches, buttons, and other communication tools.	Ongoing	Governors Headteacher Inclusion Manager ICT lead SALT	More children will have access to assistive technologies ie communication aids and learning programmes/apps.
Increase opportunities for pupils to see/ experience positive role models with disabilities.	Visitors into school. Themed weeks Purchase of materials and books with positive images of people with disabilities.	Ongoing	School leaders Curriculum co-ordinators Teachers	Evidence of a positive attitude to those with disabilities and towards the principles of Inclusion. Images/books readily and easily available for use in school.
Raise awareness of disability issues including harassment/ bullying.	Second step empathy strand to be revisited. PHSCE lessons looking at feelings/bullying to be delivered incorporating issues affecting disabled people. Human rights - Global dimensions - aspects of disability to be explored by staff and pupils.	September 2015	PHSCE co-ordinator Global dimensions lead.	Staff and pupils are aware of the issues surrounding bullying and harassment of people with disabilities.
Raise attainment of those children identified as having SEN including those with Statements and/or EHC plans.	Monitor attainment of all pupils with SEN at pupil progress meetings.	Ongoing	Class teachers.	Progress made towards IEP targets. Assessment shows clear steps and progress made.

	<p>Consistent and routine use of PIVATS.</p> <p>Termly IEP and information sharing meetings with parents.</p> <p>Work done following Assess, Plan, Do, Review cycle and this information communicated to parents.</p> <p>IEP's to be annotated and handed to Inclusion Manager at the end of each term at ISAR meetings.</p>			
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Aim 2: To improve access to the physical environment.

New Bewerley Community School was purpose built and is fully accessible to both adults and children with disabilities.

Routine maintenance and annual checks of all fixed equipment is the responsibility of the Premises Manager.

Resources management is under constant review and all specialist equipment is provided for children with physical difficulties when on the advice of professionals from Health or other external agencies.

Target	Actions	Timescale	Responsibility	Success Criteria
To improve access to the 5-a-side pitch playground.	Remove current wood/bark steps.	July 2015	Premises Manager	Safer steps in place.
To improve access into, out of and within classrooms.	Declutter rooms.	March 2015	Class teachers	1m wide pathway around and through those

	Ensure pathway through tables and to outside classroom door.			classrooms with a wheelchair user.
Pupils with medical needs are fully supported	2x further First Aiders to be trained to administer medication in school-(non RP pupils) Rolling programme of training support for current and new pupils to Resourced Provision.	March 2015 Ongoing	Linda Murphy Inclusion Manager Inclusion Manager Jo Kellett (Nurse)	2 further people are trained to administer medication (non RP pupils) All training needs will be met for all staff.
All pupils with mobility issues can be safely evacuated from the building	Declutter rooms. Ensure pathway through tables and to outside classroom door. School egress plan to be written for RP pupils and those with mobility issues as addendum to Fire Safety Plan.	March 2015	Class teachers Inclusion Manager H & S Officer Headteacher	1m wide pathway around and through those classrooms with a wheelchair user. Egress plan written to accommodate those with wheelchairs or mobility difficulties.

Aim 3: To improve communication between school and pupils, parents/carers.

School shares information in a variety of ways dependent on the needs of the child.

Input for Annual Reviews is generally sought pictorially as many of the children are preverbal. Adults use Makaton sign to support the **children's understanding**. **Most preverbal children or those with** significant learning difficulties have visual timetables in place in the classroom or individually.

Children's IEP targets are sent home termly for parents. Parents are able to choose to meet with the teaching staff to discuss these in further detail.

Our autistic children use PECS.

Information is exchanged with all parents, including those of children with SEN, in several ways including letters home, newsletters, via the website, but mainly through face to face meetings or via telephone. Interpreters are used for EAL adults for significant meetings eg Annual Review Meetings.

Target	Actions	Timescale	Responsibility	Success Criteria
Reviews of children are more accessible.	Relaunch of pupils target sheet. Support to complete with the child.	March 2015 Ongoing	Class Teachers Adult support	Where appropriate children are all aware of their IEP targets.
	Annual reviews of Statements of SEN, EHC reviews and EHC conversion meetings are parent friendly and all jargon reduced to a minimum.	March 2015 Ongoing	Inclusion Manager	Parents are clear about the process, why it is happening and understand all education/ health specific vocabulary.
Engage more parents of children with SEN in school.	1x per half term parents of RP children to be invited into school to a workshop 1-3pm.	September 2015	Class Teachers Chantelle Lowry Inclusion manager	Parents of RP children become familiar with routines and practices in school. Parents make relationships with staff. Parents gain knowledge of how to work with their child at home.

Lynda Gration Acting deputy/Inclusion Manager 25.2.15