

## **ACCESSIBILITY PLAN**

<b>Category:</b>	Accessibility Plan
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## **Grangewood School Accessibility Plan**

**Spring 2018**

The DDA placed a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. Schools are required to produce accessibility plans for their individual schools and LEAs to prepare accessibility strategies. The nature and content of plans will depend on the size of the school and the resources available to the school.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Schools are under a duty to implement, review and revise their Accessibility Plans regularly.

Although it is a duty to plan, it does not require a separate planning process. Grangewood's Accessibility Plan will incorporate initiatives and processes outlined in the School and Academy Development Plan on an annual basis.

Grangewood School, part of Eden Academy, is in a special position in view of the nature of the children, in that all have special needs which are identified in EHC plans. The school has always planned and delivered the curriculum individually, reflecting a range of special learning, behavioural and physical needs and as such is an extremely inclusive and accessible school.

Schools and LEAs are required to plan for

- Increasing access for disabled pupils to the school curriculum
- Improving access to the physical environment of schools
- Improving the delivery of written information to disabled pupils and parents/carers

We have assessed current accessibility and identified any significant barriers to access or inclusion and have produced a year's action plan addressing the three key areas. This will be updated yearly as the new School and Academy Development Plan is written in the summer/autumn. The plan will be monitored and evaluated via the monitoring and evaluating through RAG ratings, of the development plan, from which the plans, in the main, derive.

The plan needs to be read in conjunction with Grangewood's current Schools and Services Development Plan, the Single Equalities Policy which replaces the Disability Equality Scheme (Eden Academy policy) the Teaching and Learning Policy, the Curriculum policy, the Assessment Policy (academy and local) and the London Borough of Hillingdon's current Disability Equality Scheme and Accessibility Strategy.

## **CURRICULUM ACCESS**

### **Spring 2018**

**Target To increase the curriculum access for all students, including those with sensory, physical, learning and communication difficulties**

**These targets comprise some of the main foci from the Schools and Services Development Plan 2017-2018. Success will be evaluated annually through the RAG ratings of the plan, conducted by the Head of School and shared with the local advisory board and the trustees. This will inform future targets.**

<b>Aims</b>	<b>Intended Outcomes (what will we see?)</b>	<b>Intended Impact (what is the effect on pupils, staff or parents?)</b>
Create a framework for early intervention strategies to improve self-regulation in EY. All year	EY staff are teaching the strategies consistently across the setting. Parents are engaging in the work and using the same strategies at home. There is a clear framework that maps out the expectations for the end of EY. The indicators are built into the EY curriculum. A core communication check list is completed for all children new to the school and an individualised pathway for them is mapped out.	Reduction in challenging behaviour and mental health issues for pupils over time. CAMHS, SaLT and education collaborative work is strengthened. Parents are empowered to work in partnership with education. Pupils are better equipped to manage their own emotions and feelings.
Implement curriculum pathways and assessment cycles to meet the needs of complex learners, including developing a system to capture progress in 'softer outcomes' such as life skills.	Different curricular pathways in place, based on learners' needs and abilities. A long-term curriculum plan in place to support teaching and the relevance of why pupils are learning specific topics/subjects and non-subject specific. EY curriculum is implemented across Key Stage 1. Year 2 pupils are assessed for personalised pathway. Curriculum pathways for Key Stage 2 and beyond are in place and	Staff are confident in the delivery of personalised learning pathways for pupils. The transdisciplinary team consisting of education, health and social care all contribute to writing and assessing pupil outcomes. Staff are confident on their knowledge and understanding of all aspects of the pupils in their care. Pupils are fully engaged and this is evidenced through increased attendance, the

	<p>meet the needs of all learners defined by their starting points at end of Key Stage 1. EHC outcomes are clearly linked to the curriculum and there is a 'golden thread' ensuring personalised outcomes are regularly monitored. All staff working with pupils contribute to the evidence, assessment and planning cycle.</p>	<p>rate of pupil progress and knowledge of what to do to improve because of their understanding of why they are learning. Staff utilise EHCP plans that provide the basis for personalised targets that clearly link to curricular targets. Pupils are more aware of their targets through clear signposting and on display utilising appropriate language. Parents know of their child's learning journey through termly EHC outcome sheets and have regular opportunities to contribute to evidence against their outcomes through feedback sheets, formal parent consultation evenings and informal meetings throughout the school year.</p>
<p>To implement and deliver relevant, consistent phonics/reading and writing programmes across the school</p>	<p>Consistency and frequency of pre-writing and writing is consolidated and evident in classroom displays and in pupils' learning journeys. Pupils' attempts to complete writing activities independently are evidenced and monitored. Clear link between phonics, literacy and language and spelling through the introduction of consistent external literacy programmes that have been adopted across the school. Clear and transparent links with speech and language therapy and education psychology in identifying the differing types of readers/writers and adapting programmes that are relevant for learners (including learners that use AAC). The development of identified IT-based writing programmes and Write Dance are implemented across the</p>	<p>Pupils' confidence and enjoyment of pre - writing and writing is enhanced. Staff are more confident in how to deliver phonics programmes and there is a consistent school approach from Reception through to Key Stage 2 and beyond. There is an expectation that all pupils gain increased literacy skills regardless of their starting points and learning disability. Leaders know how to deliver the relevant CPD due to attending training and plan for all teaching and teaching support staff to receive phonics training that positively impacts on literacy skills. With support from the school, parents actively support pre-reading &amp; reading and pre-writing &amp; writing activities at home and, in conjunction with school, developing their child's functional use of reading and</p>

	<p>school. Participation in cross academy writing moderation projects and external links with schools writing moderation projects validates data obtained in this area. Greater understanding of staff of why differing forms of pre-writing and writing promote relevant learning skills that in turn promote independence.</p>	<p>writing at home.</p>
<p>Implement and deliver relevant and appropriate number and problem solving programmes across the school</p>	<p>Consistency and frequency of mathematical concepts is consolidated and evident in classroom displays and in pupils' learning journeys. Pupils' attempts to complete mathematical activities independently are facilitated, evidenced and monitored. Participation in cross academy mathematics moderation projects and external links with schools mathematics moderation projects validates data obtained in this area. Greater understanding of staff of why differing forms of mathematical concepts promote relevant learning skills that in turn promote independence.</p>	<p>Pupils' confidence and enjoyment of number and problem solving skills and knowledge is enhanced. Staff are more confident in how to deliver Numicon and maths programmes and there is a consistent school approach from Reception through to Key Stage 2 and beyond. There is an expectation that all pupils gain increased numeracy skills regardless of their starting points and learning disability. Leaders know how to deliver the relevant CPD due to attending training and plan for all teaching and teaching support staff to receive Numicon training that positively impacts on numeracy skills. With support from the school, parents actively support maths activities at home and, in conjunction with school, developing their child's functional use of mathematics at home.</p>
<p>Create a strategic plan for outside learning across the school, implementing trial groups in each Key Stage.</p>	<p>Plan and develop an effective learning environment, including appropriate resources (e.g. school grounds). Planning within and across subjects including mathematics, English and science. Areas of learning (including SMSC, ECM outcomes) and the whole curriculum – to</p>	<p>Senior leaders and teachers will have a clear rationale and aims for the outside learning programme. Pupils will have increased opportunities to learn outside, improving their PSED and physical wellbeing.</p>

	<p>raise standards enabling all young people to reach their full potential. Timetabling – needs to take into account that activities might include some travelling time (even if this is walking to and from a local pond or war memorial for example). Lesson slots need to take this into account, with at least an hour needed for most activities. An off-site visit might require half a day, and the overall timetable may need to be adjusted to allow for groups to be regularly out of the classroom. Continuity and progression – within and across phases and key stages. Developing integrated learning. Places and levels of experience – progression from the more straightforward and familiar to the more challenging. Develop a <i>Learning Outside the Classroom</i> policy. Developing partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres). Celebrating achievement – e.g. using digital cameras (and linking to ICT); displays at parents’ evenings or open days; include details about children’s achievements in their reports and on the website. Making best use of people and talent. Resourcing and funding learning outside the classroom – allocating your budget to ensure it is part of learning for all pupils; charging policy.</p>	
To combine best practice and	New curriculum in the two free schools has	Despite the upheaval, children and staff will feel

<p>ethos from schools in the academy, to ensure that the curriculum and assessment in the two free schools ( due to open in Autumn 2020) is relevant, cutting edge, completely fit for purpose and makes the best possible use of new resources and provisions</p>	<p>been extensively researched both inside the academy and externally. Process needs to begin now to ensure that it is able to be rolled out as soon as the school opens, and has been resourced and is deliverable from day one so there is no loss of quality. Implications for human resourcing, i.e. training and using/finding time for senior leaders to research and prepare for the openings.</p>	<p>a sense of continuity and purpose in the school. Their learning will not be disturbed and their progress will be the most rapid possible for them, as processes, staff and expertise will be in place in the free schools from the moment they open.</p>
<p>Communication, including technology and AAC devices used consistently across the school. All year</p>	<p>Pupils will benefit from a co-ordinated approach to communication. All classes will have a master copy of symbols to ensure a consistent and standardised approach for all pupils. Common areas of the school will be labelled to enhance pupils' understanding and wayfinding.</p>	<p>Pupils will have increased independence opportunities. Pupils will use their chosen method of communication effectively. Staff will feel confident to teach the strategies and to create next steps. Staff will be competent and confident in use of and updating of devices. Parents will feel confident to use the approaches at home.</p>



## WRITTEN COMMUNICATION

### Spring 2018

**Target** To provide information in a range of alternative formats and in other community languages, in order to improve the delivery of information to disabled pupils and all parents.

These targets comprise some of the main foci from the SaLT team and as targeted in the Grangewood SDP 2017-2018. Some targets are addressed annually as a matter of course and are not reflected in the SDP precisely in this format. Success will be evaluated annually through the RAG ratings of the SDP and of the accessibility plan itself, conducted by the Head of School and senior leaders and shared with the advisory board and trustees. This will inform future targets.

Aims	Intended outcomes (what we aim to see)	Intended impact (effect on pupils, staff or parents)
To support parents in facilitating communication goals at home	Access to information via the school's website Meetings with parents – interpreters as appropriate	Consistency for children Confidence for parents Students' wellbeing will be increased
To enable the website to be more accessible to parents	Website accessible in community languages	Parents will feel included and informed Community languages will be valued Greater engagement will be demonstrated by parents and children Better attendance at all school events
To ensure the best success of annual reviews of EHC plans	Interpreters will be provided as appropriate and where necessary	More effective annual reviews Greater engagement and understanding by parents Students better supported at home and more home/school consistency
Promote and strengthen parent voice and	Pupils' attendance is increased. Greater	Pupil attendance will be addressed through

<p>engagement across the school.</p>	<p>participation in school led events. Parent led initiatives, e.g. Parents' Forum established where parent meetings/drop ins are held in in and out-of-school locations e.g. local community centres and coffee shops. 'Stay and Play' afternoons established once a term to actively encourage all parents to come and share in their child's learning. Displays in place about the range of home languages/cultural across the school to which parents have contributed. Displays generate much interest and increase the awareness of cultural diversity in the school community.</p>	<p>working with families. Outcomes for pupils will be improved over time. Staff will be confident in parent partnerships. Parents share their knowledge and skills and are partners in the encouragement of respect for other cultures. There is a clear emphasis on the promotion of social, moral, spiritual and cultural awareness across the school. Parents are stakeholders, making an active, positive contribution in the learning process and a valuable resource to staff and pupils. Invitations to parent workshops and meetings ensure an inclusive ethos. Feedback from the meetings inform the leadership team and strategic direction of parental voice.</p>
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## PHYSICAL ACCESSIBILITY

### Spring 2018

**Target** To increase and enhance access to the school buildings and to improve access to the physical environment of the school, particularly for those pupils with sensory, physical, learning or communication difficulties.

These targets comprise some of the main foci of the School Development Plan 2017-2018 in relation to physical access at Grangewood, the free school development plan, and the Premises/Health and Safety working group. Success will be evaluated annually through the RAG ratings of the plan, conducted by the Head of school and shared with the advisory board and trustees. These will inform future targets.

Aims	Intended outcomes (what we aim to see)	Intended impact (the effect on pupils, staff or parents)
Create a strategic plan for outside learning across the school	Plan and develop an effective and inclusive learning environment, including appropriate resources (e.g. school grounds). Planning within and across subjects including mathematics, English and science. Areas of learning (including SMSC, ECM outcomes) and the whole curriculum – to raise standards enabling all young people to reach their full potential.	Senior leaders and teachers will have a clear rationale and aims for the outside learning programme. Pupils will have increased opportunities to learn outside, improving their PSED and physical wellbeing.
To maintain the facilities and opportunities at Grangewood to the best possible standard, with no compromise to opportunity or health and safety and no undue risks taken, in a context where the school is due to be demolished in the next 12 months, relocated	Rolling programme of repair remains. Regular health and safety/premises meetings to address any areas of concern and to plan for high quality maintenance work. Work done to the standard that is needed to maintain a high quality environment until	Parents, staff and children remain committed to the upkeep of the old building, with no negative impact on their attitudes to school or their interest in learning. Outside environments in particular retain their appeal and accessibility.

<p>temporarily and then returned to the site which will be an all through school, i.e. 11-19.</p>	<p>such time as the children are relocated. Staff morale and involvement in the way the school looks and functions is maintained at high. School remains motivating, safe, accessible.</p>	<p>The site remains safe and appealing.</p>
<p>To accommodate surveyors and contractors, etc. safely with no diminution of children's opportunities (long-term) and access</p>	<p>Well managed visits, with due regard to safeguarding. Timings for visits that do not coincide too much with times when children will be outside. Visits to inside the building minimised to avoid disruption. Staff involved and consulted as much as is possible.</p>	<p>Grangewood does not have a sense of 'closing down' but of 'moving on'. Interest and excitement in the project is maintained. Children are involved as much as is possible and have some sense of the transition that will be necessary.</p>
<p>To involve the staff as much as possible in decision making, offering suggestions, learning from visiting other new builds and informing decision makers and funders.</p>	<p>INSET time devoted to this. Visits to other schools and feedback opportunities. Engagement group will meet regularly, specifically looking at provision in the new school(s). It will be a group comprising interested parties and a distinct group that discusses this aspect of the move rather than the logistical implications for staff (Director for Academy Development appointed to oversee such initiatives). Other groups for parents will flourish as well. Focus on the new builds remain interesting and not overshadowed by personal concerns. We use the expertise of staff to remind us of</p>	<p>Confidence in the new builds and a belief that children's learning experiences will be enhanced in the long term. A renewed commitment to the academy and the new schools and opportunities that will arise.</p>

	<p>the resources at GW which we do not want to lose in the new builds, and how, if at all, they could be improved. Staff need to be able to argue convincingly and with knowledge about such resources and opportunities.</p>	
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